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ABSTRACT

A publication concerning the out of school or day care of children from ages six to fourteen is presented. It is pointed out that all good day care programs share at least two features: (1) They add to and strengthen the kind of care and guidance provided by parents; and (2) They aim at providing the child with experiences which will encourage the healthy growth of his body, intellect and personality. The purpose of this handbook is to guide community groups and individuals in their efforts to create good programs for school age children. It is divided into four chapters: The School Age Child, Elements of Developmental Care for School Age Children, Program Settings for School Age Children, and Program Examples. (Author)

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This Handbook is part of a complicated and long process related to day care. The Office of Child Development and the Office of Economic Opportunity provided sponsorship and financial support for the Child Development/Day Care Project activities under a grant entitled "Child Development/Day Care Resources" (#H9708). The Project was also sponsored by the Panel on Educational Research and Development of the President's Science Advisory Committee.

The Day Care Resources Project was conceived by Dr. Edward Zigler, Director, Office of Child Development, Mr. Jule Sugarman, Human Resources Administrator, New York City, and the Project Director, Dr. Ronald Parker. The Project design called for preparing and publishing handbooks and resource papers on day care and preparation of resource materials. Dr. Zigler provided the Project with resources to accomplish a series of difficult tasks.

An advisory committee of experts in child development and day care guided the Project Director in preparation of a workshop in July, 1970. Advisory committee members were:

Dr. Barbara Biber
Dr. Urie Bronfenbrenner
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Dr. John Dill
Mr. Malcolm Host
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The ten day workshop was held at Airlie House, Warrenton, Virginia, in July 1970. Mr. Malcolm Host chaired the committee on school age day care. He was assisted by Mrs. Docia Zavitkovsky and Mrs. Jewel Hines. The School Age Committee consisted of scholars, practitioners, and parents, with ethnic representation in each group. Committee members included:

Mrs. Jean Berman
Mrs. Christine Branch
Dr. Stanley Coopersmith
Mr. Malcolm Host
Mr. C. Kenneth Johnson
Miss Ferne Kolodner
Mrs. Mary Jane Cronin
Mr. Marshall Handon
Mr. Harold Hawkins
Mrs. Jewel Hines
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Mrs. Doris C. Phillips
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Mrs. Mildred Reed
Mr. Wm. Van der Does
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Following the Workshop, the first version of this School Age Handbook was reviewed by the following people with special competence:

Mrs. Lola Emerson
Miss Gertrude Hoffman
Mrs. Rowena Shoemaker
Mr. David Whitney

The successive stages of the Project and the development of the Handbook were given continuity by Mrs. Sueann Ambron, Associate Project Director, and Mrs. Sheri Tierney, School Age Staff Coordinator. We acknowledge with appreciation Mrs. Ambron's and Mrs. Tierney's skillful work.

Dr. Jerome Kagan generously contributed his expertise about child development as a part of the process of this Project.

Research for Better Schools, Inc. provided management resources for planning and conducting the Workshop. Dr. James Becker, Dr. Peg Jones, Dr. Tish Jones and Miss Lynn Rowe supplied critical support.

All of these people worked hard and contributed important material, some of which has found its way into parts of this Handbook. In studying school age day care we all often felt like the brave explorers who first charted this continent. Each contributed some clarity to defining the map.

On the basis of these preceding efforts, Dr. Donald Cohen, Special Assistant to the Director, in collaboration with Dr. Catharine Richards, Chief Youth Specialist, Office of Child Development, brought structure to the fragments and wrote this version of the Handbook. The Editors do not feel that we know enough yet to feel confident in this Handbook's completeness. Readers who are also exploring in school age day care will hopefully report to us new features to include in revisions.

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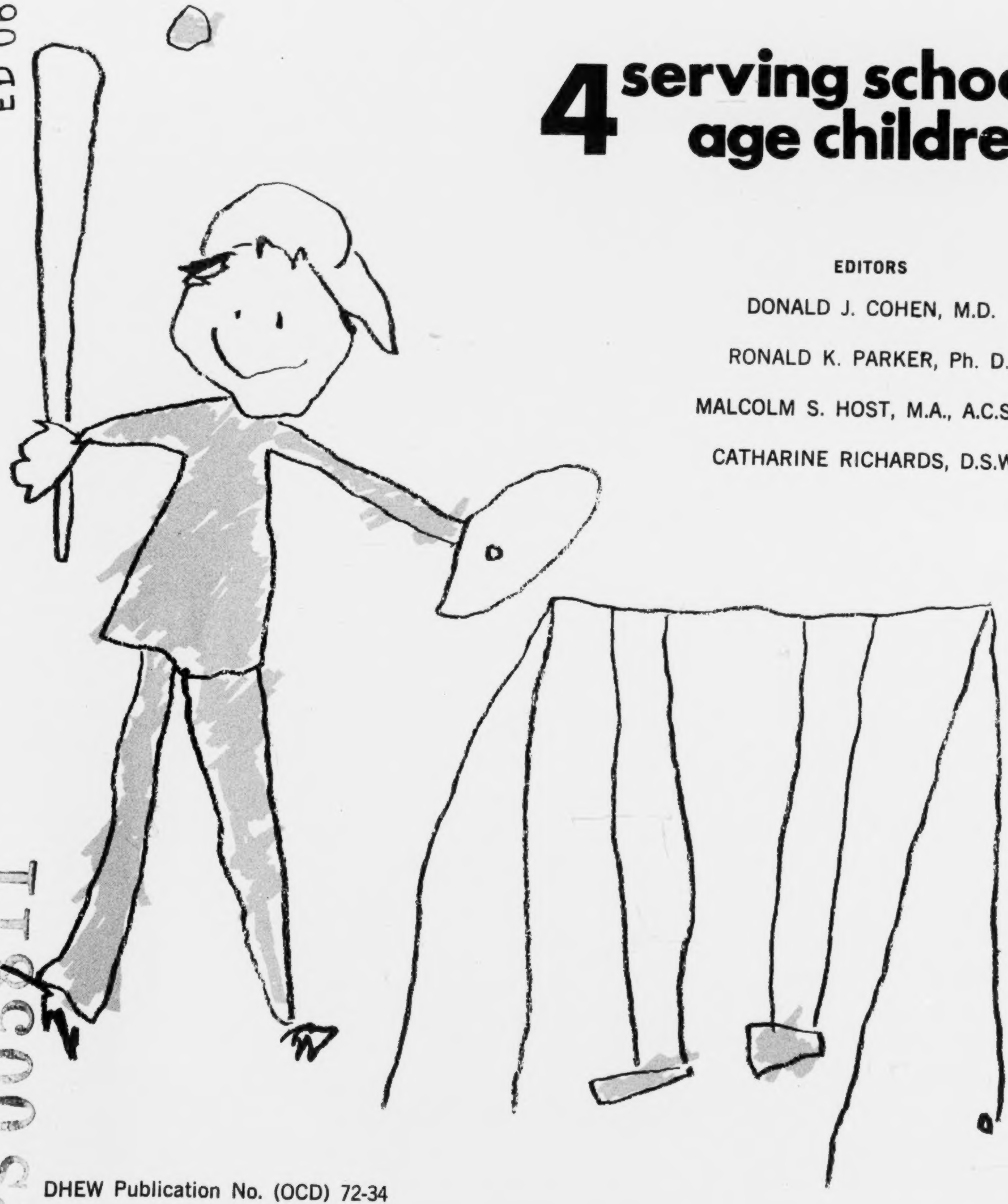

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Foreword

I believe that we have embarked upon an exciting new venture in formulating a public policy for the development of our Nation's children. The materials presented in this volume are one result of this venture.

In order to benefit from the experience of those outside of government, the Office of Child Development, in cooperation with the Office of Economic Opportunity, funded a Child Development/Day Care Resources Project. This Project enabled a broad-based and representative group of non-governmental child development experts, practitioners, and parents to bring fresh perspectives to the questions of methods and goals for the Nation's day care efforts.

The Project included planning, preparing and publishing a series of handbooks on day care practices appropriate for infants, preschool and school age children. In addition, twenty child development and education resource materials were modified for use in day care, and ten resource papers on day care were prepared.

Under the direction of Dr. Ronald Parker, more than 200 individuals were involved in this national effort. Many of the issues they addressed are complex and controversial, and I should emphasize that the following material represents a **consensus** of the contributors' views.

I believe that the ideas and suggestions contained in this and the other handbooks in the series will be of invaluable assistance to those wishing to provide the best possible care for the Nation's children. They do not attempt to provide all the answers or to lay down a set of inflexible rules. However, I regard them as excellent statements of our current knowledge about developmental day care.

It is the responsibility of the Office of Child Development to make such knowledge available to all who can use it. Our goal is to raise the quality of children's lives. The publication of this series is one step on the way to achieving this goal.

Edward Zigler

EDWARD ZIGLER
Director
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OCD Project Manager

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Introduction

WHAT IS SCHOOL AGE DAY CARE?

As a society, we are committed to the principle that all children have a right to the kind of care which is essential for their best social, emotional, and intellectual development. To achieve this goal, it is important to promote community institutions which support family life and help children fulfill their potential. Day care for school age children may be seen in light of these broader objectives.

Day care is a service for children, the family, and the community. All good programs share at least two features: They add to and strengthen the kind of care and guidance provided by parents; and they aim at providing the child with experiences which will encourage the healthy growth of his body, intellect and personality.

The Office of Child Development is publishing a series of Handbooks about day care to provide people interested in directing and working in day care with information about children and programs. This publication, **Serving School Age Children,** concerning the out-of-school or day care of children from ages six to fourteen, is one of the series.

Day Care and the Family

Why should there be day care for school age children? The answer is that the needs of families and developmental needs of many children during these important years are not adequately being met. There is increasing appreciation of the needs of the "latch key" child who returns from school to an empty house. For other children, there is no place to play, nothing to do, and nowhere to go before school and after school closes. Some young people need a caring adult who can listen and respond to special communications. For broken families, day care can bring a man into the lives of fatherless children or a woman into the lives of children whose mother may be absent or ill.

As more women work there is need for a place where a school age child can be cared for and fed before school hours, sometimes during lunch period, and after school. In all spheres of society, there is a need for ways in which adults can be brought into the lives of children and in which families can be brought together for mutual support, help in child rearing, and friendship.

Day care both supplements what a family can provide and is in the service of supporting family life. School age children normally spend much of their time away from the family, and day care for these children provides a well-planned way for the children and families to benefit from these away-from-home hours.

Day Care and Schools

The school is the central institution, outside of the family, which deals with children. Next to the family, school is the chief place where children learn about cultural values and formal knowledge. Day care can supplement and continue what the school offers by providing different types of human experiences in different settings, as well as by helping the child in the process of formal learning.

By and large, schools are limited in several ways. First, they are available for only part of the day (8:30 a.m. to 3 p.m, approximately), for part of the week (Monday through Friday), and for part of the year (September through June). Second, they provide mostly formal settings for learning in which children are expected to conform to the needs of the class. Third, they emphasize relations in which adults and children work together. As a child gets older, they place less emphasis on relations in which a child can feel emotionally close to an adult, explore his feelings, and communicate about personal issues.

Day care can be a valuable supplement to a child's opportunities. It can be available before and after school, on weekends, and during vacations. In day care, adults can respond to the child's individual needs. In comparison with school, the structure of activities is more flexible and there is less pressure to acquire specific skills on schedule. In day care, a child can form meaningful relations with one or several adults who might remain available to him for several years. Finally, the day care program can bring children and adults together in activities that are fun and which generally improve the quality of the child's life.

Day Care and the Community

Day care is not entirely new in our society. Boys' and girls' clubs, settlement houses, Scouts, and other organized neighborhood and youth activities have been available to school age children for many years. They play an important role in the lives of school age children, especially those above age 8 or 9 years. For many children, such community institutions probably supplement the family and the school in the ways described above for day care programs.

However, community organizations such as athletic or girls' clubs are usually limited in what they intend and are able to provide. Hours of participation may be restricted. The scope of activities may be narrow. Families may not be involved. The special needs of individual children may not be systematically evaluated and met. Nutritional programs may not be available. It may be difficult for a child to find a quiet place to study.

Thus, day care can supplement available community resources for children and youth. The day care program should build on the foundations available in the community and not attempt to create new programs where there are already good ones. School age children should be helped to make use of the opportunities for learning, friendship, and fun that their community offers.

Day Care as a Supplement

The day care program for the school age child may be a parent substitute in his own home or a home-base away from home. For the older child, it may be a place where he can check-in, eat, spend a few minutes in discussion, and then go out to other activities, to an after school job, or to study. It may be somewhere where he is known, where his various activities are organized, and where he can find the warmth, security, and friendship required by all humans regardless of age. For the younger child, who generally spends most of his out-of-school time based around his home, day care can provide a second home-base with directed activity, structure, and guidance.

Day care for school age children must be seen in terms of the **functions** it serves. It provides activities, guidance, and human relations to children and supplements what is available from the child's family, school, and community. However, because of the broad scope of social relations and the needs of school age children, the **organization** of day care in this age period is much more diversified and flexible than for younger children.

For school age children, it is easy to lose sight of the **functions** of day care because of the variety of forms it may take. Day care for the school age child can be organized around his own home, a neighbor's home, a center, a school, or some other institution. In our sense, a program in any of these places may be day care. Day care, however, is different from an advanced version of babysitting and from informal arrangements where a child just drops by a neighbor's house or a center. In day care, a parent entrusts the child's care explicitly to another adult. The other adult accepts responsibility in a mature, caring way for the child. And there is thoughtful provision to meet the child's developmental needs.

In the past, there has been little public response to the day care needs of school age children. However, these needs are becoming more clear. First, the nation is more aware of the needs of children and youth and is more concerned about the special problems young people face today. Second, there are proposals for poverty-level families which encourage mothers to get training, to go to work, and make use of day care facilities for their children. Communities face the responsibility for planning, organizing, and implementing day care programs for school age children.

This Handbook has been prepared to guide community groups and individuals in their efforts to create good programs for school age children. Not much is known about this area. This Handbook reflects what is known and shows how much work has to be done. The Handbook accepts two basic assumptions.

(1) Day care must aim at meeting each young person's developmental needs.

(2) Day care should strengthen, support, and supplement the family, the school, and other community institutions.

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CHAPTER ONE

THE SCHOOL AGE CHILD

Operating a day care program is a difficult, administrative job. Director and staff may be involved with licensing, inspections, facility construction or renewal, hiring, training, recruiting families, food management, equipment, and countless other details. The practical problems of managing such a program can overwhelm a staff and the developmental needs of the children may be pushed into the background. Day care staff must think as clearly about the social and emotional needs of the children and families as they think about the practical problems of keeping the operation going. The aim of this chapter is to make these needs clear.

PERSONAL GROWTH FROM 6 TO 14 YEARS

Think about the differences between the first grader and the youth in high school. They are worlds apart in emotional maturity, ability to do things for themselves, social relations with friends of the same and different sex, interests, and skills. The six year old is just learning to read; the fourteen year old may read everything that an adult does. The six year old depends on his parents and may brag about how great his father and mother are. The fourteen year old may insist on being independent and may often look for ways of showing his parents' limitations. The **process** of change in thinking, understanding, feeling and socially relating between ages six years and fourteen years is the result of **development** during the school age years. Other words for this same process are **maturation or personal growth.**

Children in this big age range are so different that it is useful to discuss different groups. The children can be divided by age, educational level, or general emotional and social development. These groups are shown in the following chart:

Sometimes you will hear middle childhood called the "latency period." This scientific term comes from a theory that during this period a child's aggression and sexual feelings are relatively less powerful (or, in other words, are more latent) than they are earlier in life and than they will be during adolescence. This theory may not be completely true. Yet, children during middle childhood tend to be less emotionally in upheaval than before or after, and do usually get more involved in work and hobbies. This has been called a period of industry.

Children develop differently. Some children may be developmentally advanced, so that they are already in adolescence during elementary school when other children are still developmentally in middle childhood. Other children are slower and may not reach adolescence until late in high school. Some children may be educationally advanced and emotionally develop at the usual speed so that they may do high school level work at age 11 but emotionally and socially act like pre-adolescent children.

To provide good day care, a worker must understand the child's educational and developmental needs. Children develop at different paces which depend on genetic endowment, experience, family background, physical constitution, social and cultural expectations, and other factors. You cannot know what these needs are just from knowing the child's age. In the next sections, the typical behavior of children at the different stages will be described. The major questions are, "What helps a child develop and how can a day care program be of use?"

Age range	**Education range**	**Development range**	
6-8	Kindergarten through third grade	Early elementary school period	middle childhood
8-11 or 12	Fourth through seventh grade	Late elementary period	
12-13 or 14	Junior high school	Pre-adolescence or early adolescence	
14-16	Freshman and sophomore, high school	Early adolescence	

MIDDLE CHILDHOOD

Development of the elementary school age child (ages 6-11 years)

School entry can be quite a shock to the child who is making his first separation from home. If a child has been in a nursery school, day care, or kindergarten, going to regular school may not be too big a change in his life. But for all children, school provides new opportunities and makes new demands.

Typically, a pre-schooler at home or in a nursery program has a great deal of individual attention and freedom. In a day care or preschool program, he is usually allowed to move around a lot during the day, to choose activities that are of interest to him, to express himself emotionally, and to make himself physically comfortable by sitting on the floor or lounging about. If he is at home, he can pretty much be master of his own schedule and nap, eat, and play as it suits him and is tolerated by his caregiver.

This changes in school. In school, a child is expected to sit in one place for longer periods of time, to stay with the activities assigned by the teacher, and to restrain his emotions and "act like a big boy." Instead of doing what is fun to him, he is expected to apply himself to learning. His class is filled with many children who are strangers and he may feel bewildered in a school which has so many hallways, rooms, and people.

School readiness. Most children are well-prepared to deal with the new tasks involved with school. Early in the elementary school years children show rapid improvement in their ability to think, speak, and remember details. They become more capable of caring for themselves, and eat, dress, wash, and go to the toilet more-or-less independently. Children during this age become increasingly able to sit still and concentrate.

The child's social interests broaden. Earlier, a child may have been interested in his playmates and their opinions about him. By early elementary school, peers of the same sex take on even more importance in shaping a child's behavior. In addition, the child may see his teachers as ideal people. He begins to separate himself, little by little, from his family. This is a normal process of forming a separate identity as an individual. It is always interesting to see how a child reacts to meeting a teacher in a store, especially if the teacher is with her husband and own children. Elementary school children typically become quite bashful and yet excited, and they are still relatively surprised that their teacher is a person with a personal life.

Imaginary friends. During the process of taking another step away from the family emotionally, the child may create an imaginary friend. Many children from ages 3 to 8 or so have these friends, who usually are another child or adult, but can be an animal or some mixture of animal and person. The imaginary friend is always on the side of the child, although sometimes he can be described by the child as being quite vicious to other people. Imaginary companions are a sign of a good imagination and are often invented by the most creative, healthy children. Sometimes, it is hard for adults to tell if the child really believes in the companion. Of course, the child understands that the imaginary friend is different from a real friend, but his belief in the imaginary friend may grow stronger at certain times of stress.

Feeling capable. A school age child feels a real involvement in his activities, he or she often approaches even fun activities, like learning to play baseball or swim, as if it were serious business. Work is associated in part with fun, though some of it is also usually frustrating. The greater fun for the child, of course, is the satisfaction of finishing a game or task with mastery. The child's growth of identity during this stage centers around two types of feelings about himself. He normally strives to feel **capable and industrious.** On the other hand, he becomes concerned about how he compares with other people and whether he is **inferior to other people.** Usually, children during this stage will experience both types of feelings at different times. The feelings that are supported by his family and community may shape his later personal identity. If he is made to feel capable, he will begin to feel capable.

Games and mastery. Mastering tasks and controlling his environment are important steps in emotional development away from early childhood. This development is clear in the changes in the way the child plays. The play of younger children tends to be spontaneous or involves acting out themes like playing house or cowboys. Elementary school children start to play games that are handed on by tradition, like football, stickball, and checkers. They may argue about the rules more than play the game. Even children who at a younger age were very imaginative with playing with dolls, toy soldiers, and cars may now spend much time arranging play equipment and deciding who should play with what. In the name of being "fair and square" with each other, two boys may really battle over who gets how many pieces of play equipment or who really should go back to "start" on the board. Some games like "the dozens" allow children to explore feelings in a controlled way. They have accepted "rules" about what is fair. Other games, like "buck-buck-how-many-fingers-up," allow a child to jump on and wallop another child in a way that is accepted by his friends. These games help children express their feelings in a conventional manner. Games like these are possible at this developmental period because most children know how to bring their behavior under control during and at the end of the game. A child must know with whom he can play "the dozens" and when to stop. This requires intelligence, experience, sensitivity, and the ability for self-control.

Children often begin collections during this period, another sign of the increased interest in doing things in a regulated fashion.

Clubs. The club becomes a social unit which can have real meaning for a child for several reasons. It provides a way of organizing a variety of interests and needs. Children start clubs on their own, which usually have a relatively short lifespan. Sometimes, especially if an adult gets involved, a club can persist for a whole academic year or more. Clubs are like games, with special rules, but they often involve secrets, intimacy, and a sense of really being special. Children during this period become quite aware of what it means to belong to a group and what it means to be excluded from a group.

Children who are interested in acting like adults quickly pickup the moral and ethical values of their peers and community. Because children like to form clubs and keep others out, one unfortunate development during this period may be behavior based on racial and economic discrimination if this is the model presented by adults.

General development and school. There are, thus, many developmental factors which prepare children for formal education during middle childhood.

Clearly, children are ready for school and formal education when they show natural curiosity, interest in learning rules, ability to control their impulses, pleasure in industry and activity, and increased capacity to think rationally. When a school is receptive to a child's needs and ambitions, the school can become the child's most exciting and central concern. The other side is equally as true. For a child to be successful and enjoy school, he must have the necessary emotional, social, and intellectual maturity. Sometimes, children need extra time and attention to achieve the maturity they need for academic learning.

Sexual development. Many ideas about sexual roles are now being questioned. Scientists and poets have known for a long time that men can have tender feelings and love flowers and that women can be strong-willed and love power. However, social forces in the past have tended to stereotype men and women just as they have tended to stereotype people by race, class, and ethnic background.

Elementary school age children have traditionally played in groups of the same sex, and each sex has traditionally played its own kind of games. However, the ideas expressed through the games about growing up, learning, understanding one's feelings, and the like may be similar. It is not clear how much the new freedom about sex roles will change behavior patterns during this age period. Boys and girls may be slowly integrated into football or cooking groups. They already have been integrated into math clubs and baseball. We now realize that some boys may be normally interested in cooking, and that some girls may be interested in football. Old sex roles prevented this kind of inner freedom for a boy or girl to choose.

During the middle childhood years, boys and girls may love a person of the same or different sex who seems to respect and appreciate them and who seems important in their eyes. It is common for school children to love their "beautiful" or "handsome" fourth grade teacher. A sensitive teacher knows how to handle children who have such feelings with respect and a sense of reality. Many a boy's first love outside of his home has come to grief when he realizes that Miss Clary is Mrs. Clary.

Boys and girls during this period often will have nothing to do with children of the opposite sex. A boy may say "ugh" at the mention of a girl's name and be friendly only with other boys. Usually, this boy will form a strong sense of himself as a man and be interested in girls a few years later.

There is nothing wrong with a child mooning over his teacher, avoiding children of the other sex, or becoming close to children of his own sex. It is also normal for children during the early years of school to talk about their bodies and, at times, to compare themselves.

Problems during elementary school period

There are several major problems of development which might occur during this period. The day care worker should be able to recognize a child with an emotional problem. With this knowledge, he can bring the child's difficulties to the attention of parents, and can be of more use to the child and family.

Learning problems. By far, the most common problems that bother children during this age period are school problems. Children can have problems in learning for many reasons. A child may be physically immature or emotionally not ready. Other children may suffer from physical problems that were not as yet detected, for example, hearing or vision problems. A child who is anxious or worried about his family life or his own feelings, a child who is hungry or sleepy, or a child who is frightened may show troubles in school although he is mature, intelligent, and capable of learning. Some children have specific problems with language; others have general problems in body coordination, telling their right hand from their left, and clumsiness which are associated with troubles in reading and writing. In certain situations, a bright child may act as if he were stupid. This may be the case when a child feels that what he does will not be appreciated, when he is frightened by the situation, or when the child cannot allow himself to do something because of emotional blocks to being active or creative.

Hyperkinetic behavioral disturbance. This condition has different names, including minimal brain damage, hyperactivity, and hyperactive behavior syndrome. There are serious arguments about this condition. Most specialists believe that there is such a condition which is usually noticed in children around age 6 or 7 and which is very important to accurately diagnose and treat. Children with this condition have a hard time paying attention to something and are easily distracted. They have difficulty controlling their own behavior. They move around a lot without a purpose and without thinking. Sometimes, they can be aggressive toward other children, break things for no reason, or seem unusually irritable. Most of these children have real trouble in making friends and may be quite nagging with adults. They have trouble showing warmth and affection. Children with this condition often are strikingly different in their actions and feelings than the other children in their family.

Nobody knows the cause of the hyperkinetic behavioral disturbance, although it may be related to physical problems at birth, prematurity, maturational changes, illnesses, environmental stresses, and the like, or to a combination of factors. **What is important is that a child who has this condition needs to be carefully diagnosed by a specialist.** For some children, different kinds of educational techniques and tutoring are useful. Others may need psychological treatment and their parents may need counseling. Others may need medication, e.g., stimulants, prescribed by a physician. The stimulant medications work for some children because they increase the child's ability to pay attention. **When a child is appropriately treated, he becomes lively and active in a normal way.**

The hyperkinetic behavioral disturbance can be separated from normal activity and liveliness of children during this age period because the hyperactive child moves thoughtlessly and without real pleasure. Unlike his peers, he is not successful in his work and does not get a sense of being industrious. Instead, the hyperactive child often feels inferior and sad. Many of these children develop severe school problems and perhaps lifelong emotional difficulties if they are not adequately diagnosed and treated.

School fears. It is not unusual for a child to be frightened about going to school at first. Probably the majority of children are upset during the first weeks and many children are upset once-in-a-while during the whole first year of school and then at the start of each semester. Extreme school fears, sometimes called school phobia, are different from this normal worrying. A child with school phobia may be so terrified by going to school that he fights to stay home, collapses in tears in the school, and acts in a panic as soon as he is left in school. School phobia can take other forms. For example, a child with school phobia may act sick on school days, develop a headache, have a stomach ache, or vomit. A child frightened of school may get himself into an accident to stay home, stay up all night so that he is too tired to go to school the next day, or simply play hookey.

Often, children with school phobia come from families where the parents have not given the child enough opportunity to act independently before the time of starting school.

Difficult experiences in school may also play a role in making a child frightened to attend. An overly strict or unsympathetic teacher, problems with other children in the school or class, racism, and many other factors may make a child feel out of place, worried, or frightened in school. In trying to understand the reasons for a child becoming frightened by going to school, these realistic worries must be evaluated and dealt with.

In the most frequent situation, a child with school phobia and his parents need sympathetic and thoughtful help. Usually, both the parents and the child have difficulties with separation from each other. These difficulties must be understood for the child to be able to return to school comfortably and to develop well in other spheres too. Staying away from school for a long time, however, can in itself make a child frightened of returning and increase his general problem in separation. Thus, most specialists feel that it is good for a child to be brought to school as soon as sensible, as part of a general plan of help, and before he gets set in a pattern of staying away. A working parent may need help from an adult outside the family to have the child brought to school. This should not be done in an angry or punishing way. On the other hand, the adults should not be unsure about it either. It is important for the parents, school, and day care program, to keep in mind that getting the child to school is not the end point. It may be only part of a process in which the child and his parent may need professional help in understanding a family difficulty.

The child who is frightened to come to school because of difficulties with the teachers or other students may have a general emotional problem. But this is not always the case. He may be in a realistically difficult situation where any normal, healthy child would be frightened or worried and would try to escape. The child who is isolated because of his race or ethnic background, the sensitive child who is bullied by school toughs, the child who is not understood by his teachers, and other such children, may in no way have problems with their development or difficulties separating from their parents. To the contrary, these children may really be competent, eager students who are the victims of social tensions which surround and disturb many children today. To be of help to the child who avoids school because of realistic problems in the school itself, teachers, parents, and the community must work together to bring about changes in the school and, at the same time, to provide alternatives for individual children who are in need of special help at the moment.

Destructive children. Many school age children have problems with fighting, breaking things, being a bully, lying, stealing, cheating, and demanding attention in other ways. These children, sometimes called "externalizers" because they put their inner problems outside on the world, often are difficult to handle in school or programs. Frequently, these same children have other problems that show how unhappy they are, too. For example, they may suffer from speech problems, bedwetting, restlessness, and physical complaints. They may have the same kinds of problems with paying attention as children with the hyperkinetic behavioral disturbance, and may need the same kind of medical and educational help.

Children who are destructive and unsocial may come from backgrounds where parents are under too much stress to help them organize their behavior. They may be children who are themselves under too much pressure from their own impulses. Or, they may be children who for a variety of complex reasons are not "at home" in the school or program. The important point is that the child is not happy and would be more satisfied with himself if given the appropriate help and structure. Destructiveness and antisocial behavior may appear in children who have developed well, if they are under some stress that is too much for them. It is very important to make this distinction between the child who has never had the opportunity to mature and the child who has matured but who has lost some of his mature controls because of stress. Some destructive and unsocial behavior is typical of the play of some neighborhoods. These young persons will need the chance to learn from experience how to be "tough" and able in other ways.

The child who has never matured requires firm structure and limits. Specialized counseling is often valuable to prevent a long-term psychological problem. The child who has matured but who now is having trouble with his feelings may require only warmth and comfort until he pulls himself back together. Both kinds of children need help, but the help must be suited to the special problem.

Timid children. Children who are sad, withdrawn, lonely, fearful, and submissive do not always get the response from adults that the overactive, destructive child does. These children are sometimes called "internalizers" because they keep their problems inside themselves. They are often underactive, pokey eaters, whiny, and without friends. Many of these children also show an unusual concern for keeping everything too orderly.

Sometimes a parent may say that she wished that this kind of child would "let go" for a while and just mess the place up. Teachers, however, are often too busy to notice the timid child who may look like a "good student" while he is really quite miserable.

Timid children may be afraid to do anything new. They may be afraid of their own, strong feelings, or insecure in their relations with their parents.

It is important to realize that these children, too, can have problems in paying attention to things. Sometimes, a child may appear quiet and withdrawn because he really cannot understand or pay attention to what is going on about him.

The best way of handling a timid, quiet child depends on the nature of his problems. If he has never had the opportunity of expressing himself because his house was too small and his parents overworked, he might need permission to really move around a lot. If he is insecure because of stresses in his life, he may need emotional reassurance. If he has a problem in paying attention, he may need special educational and medical treatment. If he is emotionally confused, he may need psychotherapy.

The child who is "too good" may be troubled as much as the child who is a "bad actor." Both kinds of children have real problems in working, making friendships, and feeling capable; both kinds of children are unable to develop the personal identity which is appropriate for their age.

Sexual problems. Sexual development can be a worry during this period. The boy who is too much of a "sissy," or who too frequently enjoys dressing in girls' clothes can be showing signs of sexual identity disturbance which are troubling to him and which might lead to future difficulties. This is especially worrisome if the boy never shows interests in such things as sports or being involved with other boys in active or assertive activities, which include, for example, clubs, hobbies, or school activities. Often, such boys do develop lifelong problems with sexual behavior.

It is harder to describe early sexual development difficulties in girls, because the assertive, "tomboy" may be developing just fine. There should be concern, however, about the girl who forcefully avoids friendships with girls, who seems deeply unhappy about being a woman, and who seems to have no adult woman with whom she can feel close. A girl who cannot love an adult woman, such as her mother, may later have difficulties in feeling that being a woman is worthwhile.

For children who are having difficulties in forming a sexual identity, special help can be valuable. Old-fashioned stereotyped sex roles are no longer applicable. On the other hand, happiness will depend not just on the sorts of things that a child does or likes, but on the inner sense that he or she feels personally worthwhile.

Meeting the developmental needs of the elementary school age child in day care

The day care needs follow from the description of development during this period. As described above, the period called middle childhood, latency, or elementary school age is a period when the child brings together the skills he acquired during preschool years, and when he matures and learns new things. Day care can support this development and help a child out during difficulties.

School entry. A child may have the same problems in day care as when he starts school. All teachers and day care workers have seen elementary school age children who are "day care dropouts" because they couldn't adjust to separation from home. The day care program can help a child during this period of adjustment. Day care programs usually allow for more personal contact between the caregiver and child than in a school. Day care can be a time for a child to be given comfort and security, and for a child to be accepted for what he **is** and not for what he can **do.** Day care can be a transition area. The child can separate from his parents in a situation where he still receives parenting.

Social growth. Day care for school age children must support each child's need for close relations with children his own age. School teachers know how important the five minutes between classes are to the children. Children come to life in the corridors when they can talk with friends. Schools, unfortunately, usually make little special provision for this kind of peer group activity with no adult around. Day care can provide this opportunity for cliques, clubs, and personal friendships.

The day care workers can become very important to the children. They are, like school teachers, used by children to learn about adults as they take their first steps away from their own parents. But the day care workers' job may be more difficult as well as more gratifying. The day care worker must be able to be available to the child in a more open way than the teacher. Yet, the day care worker must help the child to see clearly that while she is an adult who cares about him she does not replace his parents. For a child from a difficult home situation, the day care worker may be the most understanding adult in his life. For a fatherless or motherless child, day care may provide the adult friend who is missing from home.

Industry. Children of this age need to work, just as much as infants need to suck. Day care can provide the opportunities for different types of work. For some children, a major area of work is school work. Day care can provide peace and quiet to a child who needs to study, rewards for having done the work, and special tutoring when it is necessary. But day care must provide other types of work that are excluded by traditional school, like hobbies, crafts, sports, building, collecting, and inventing. Again, since day care is concerned about each individual child's needs and abilities, the work must be chosen on an individual basis with the end product less important than the child's sense of mastery and industry.

Developmental problems. How a day care program relates to a child with problems is a tricky, sensitive issue. Developmental day care workers must face up to the responsibility to think about these issues and act thoughtfully. Not all day care programs can or should deal with children with some kinds of emotional or physical difficulties. Yet, all day care workers should have the ability to recognize a child with a physical or emotional problem and to bring it to the attention of parents. Many day care programs will be able to deal very well with some children with some kinds of problems.

The child with the hyperkinetic behavioral disturbance will perhaps need quiet, structured periods to do school work and may also need medication prescribed and monitored by his physician. The day care operator can help him get both the structure and the medication. The day care workers will, however, have to communicate frequently with the parents about their observations. Sometimes, day care workers will be part of a professional team with educators, physicians, psychologists, and other people concerned about a child's development.

The destructive, aggressive child and the timid, fearful child may need special kinds of care from the day care worker. The program may have to set limits and be sure that the bully does not overstep bounds. On the other hand, the timid child may need special times alone with the day care worker to feel secure. For both the child who "externalizes" his problems and for the child who "internalizes" them, the day care program must develop a plan with parents and specialists that supports the child's maturation.

The day care program should allow a child to choose activities without forcing a boy to do only "boy things" or a girl to do only "girl things." At the same time, sensitive workers will be aware of the child's need to establish pride in his sexual identity and will allow boys and girls to go off in same-sexed groups.

It is very hard for anyone to discuss a child's sexual development with a parent. Yet, if the day care operator has a concern that a child is having difficulty in this area, she should be as free to discuss it with the parents as she would be if she noticed that the child had a squint or was stealing. The operator may become an important part of a child's treatment. For example, if a boy is having problems feeling that he can adequately play rough-and-tumble sports or stand up for his own rights, the day care program may be a good place for him to try these new types of activities.

ADOLESCENCE

Adolescence has been divided into many phases, including pre-adolescence, early adolescence, adolescence proper, late adolescence, and post-adolescence. The first phase really occurs before there are any, really noticeable changes in a child's body; the late phase really overlaps with young adulthood and the first years of work or college. There are no clear ages for these phases. Some children are fully adolescent by age 13, others are not quite there by age 16.

Puberty is a word that refers to physical changes in a child's body. For a girl, puberty means the beginning of menstrual periods, breast development, and hair growth in her pelvic area. For boys, puberty involves erections and increase in the size of the penis, increased muscle, and deepening voice. For both boys and girls, puberty means a period of rapid physical growth, changes in hair quality and skin texture, new body odors, and new body shapes.

Adolescence is a word that refers to the **emotional and physical** changes during this time. Adolescence relates to a child's overall development. The pushing force to this development is puberty, the physical changes in the child's body. Sometimes, a child may reach puberty at a very young age, even 6 or 7 years. This is called precocious or too-early puberty. Such a child may have severe problems emotionally and is not, in terms of his personal development, an adolescent. Other children may start to go through adolescent changes even before they are really in the full push of puberty, especially if they are physically slow in maturing. If puberty does not start until late in high school, for example, it is called delayed or late-onset puberty. Everyone has seen the types of problems that face the short, beardless, boy and the breastless girl in their junior year of high school. Yet, some children may develop their adolescence relatively well even if puberty is delayed.

Adolescent and puberty changes are brought about by hormones, which are chemicals made by internal glands. At puberty, the body either starts making new hormones or makes the hormones in much greater amounts. The hormones go through the blood stream and work on different tissues in the body. For example, at puberty the boy starts to make much more of the hormone called testosterone. Testosterone acts on the tissues in the penis, the shoulder joints, his voicebox, the skin on his face, and parts of his brain. This results in his penis growing and the scrotal skin getting darker, his shoulders getting broader and his voice deeper, his beard growing and acne developing, and his personality changing. The same hormone acts to bring about a mature type of sweating and hair in the armpits.

The day care operator will have to be aware of the changes in social behavior, emotional needs, and physical concerns during these years.

Development of the pre-adolescent child (11–13 years)

There is a hard-to-define phase that occurs during the last years of elementary school or the beginning of junior high school. During this phase, the child is no longer the industrious, energetic, hobby and sportsminded elementary school child who likes to get things orderly and regular. Yet, he is not yet the croaking voiced, gawky adolescent boy and she is not yet the blushing, increasingly shapely adolescent girl. During this in-between period, the child can show changes in his personality which shock himself, his parents, and other adults. This phase is called pre-adolescence and it probably results from the very first changes of puberty. The child's balance of hormones starts to change and he begins to have new body feelings and emotions. He only recently became secure in his industriousness and capability; he now feels that things are getting ready for a big change. And he is right.

Children during middle childhood, the early elementary school years, are predictable, neat, reasonable, modest, and generally well-mannered at the meal table. Everyone likes to see them hard at work with stamp collections or crafts.

Upheaval. The pre-adolescent child may seem to take a step backwards, although, in reality, it shows that he is moving ahead developmentally. The pre-adolescent may become greedy at mealtime and almost grab food from the table or refrigerator. He may start to steal candies. The pre-adolescent boy or girl is well known for sloppy toilet habits, avoidance of baths, and lack of concern for clothing. The pre-adolescent can be mean to younger children. At school and at home, he may lack consideration or empathy. Even if he was a good student, during the junior high years he may have no interest in studies or be completely unable to concentrate on his work.

In a certain way, pre-adolescence is a period when all of the good work of parents and educators seems to be shattered by the first unpredictable winds of a hurricane. The child does not know where it will lead either, and may be frightened. This is a difficult period for a day care program. It may be an especially critical time to be of use to the child.

New energy. The upheaval in the child's personality relates to the beginnings of new types of energy. The child may not show any special interest in the opposite sex, but may show increased interest in sex in general. The child may be anxious about the new stirrings, may develop behavior problems which are deviant from the general society, or may experience true anxiety.

There is no period when a child is more in need of guidance. Yet, this is a phase when parents and teachers have perhaps their least power to help. A younger child listens to and follows the suggestions of parents and teachers because of his emotional attachment to them. During pre-adolescence, these old attachments are loosened, and the child no longer is so responsive to the criticism or praise of adults. He is concerned about the way his friends see him, but even his friendships may be less secure than they were before. He does not yet have the capacity to take his leads from heroes and ideals, as he will later. During pre-adolescence, children often are rather self-centered, lonely, and unhappy.

Boy-girl relations. Pre-adolescent boys are usually uncomfortable with girls. Some boys, however, already show pleasure in girls admiring or liking them. In a swimming pool, for example, a pre-adolescent boy may show off his diving skills in the hopes that the girls will watch, but then walk past them later without ever lifting his eyes or saying hello. He is more secure with a gang of other boys. Boys become curious about having babies, and may even feel a wish to be able to reproduce. A boy may experiment with these feelings and activities by raising goldfish, mice, hamsters, or guppies, and talk about the pet's pregnancy as if he himself were about to deliver.

The pre-adolescent girl often will turn away from feminine interests, and may be assertive and aggressive in ways that were not typical for her before. For example, many girls around this time may become intensely interested in horseback riding and "tomboy" activities. On the other hand, some girls rush quickly forward into more traditional feminine activities, such as grooming or modeling classes.

Some children may seem frightened of these pre-adolescent changes. They remain like children in middle childhood, interested in hobbies and the like. Such a child may even become angry with his peers who are no longer interested in collecting.

Physical exertion. Boys and girls during this period usually have a tremendous burst of physical energy. They really use sports and hikes to let off steam. If sports and other socially acceptable channels are not available, the children will find their own ways of reducing the tension. The beginnings of rapid physical growth and all of this activity add to the appetites of the children. They can eat all day.

At no other time in life is a period of upheaval so clearly a sign of developmental progress. The child who goes through this phase of "dirty" humor, messiness, boasting, unhappiness, sexual exploration, and greed—in so many ways a return to infancy—is preparing himself for adulthood with its mature responsibilities and pleasures.

Parents and children. Parents are always the most important adults in a child's life. During certain developmental periods—for example, during middle childhood—a child and parent may get on quite well, each feeling generally satisfied and happy with the relationship. At other developmental periods, it is expectable for there to be more strain in the relations between parent and child. These periods can be quite upsetting to the parent who has worked hard and successfully to be available and responsive to the child. The child may be equally upset. **Normal development is not a smooth ride all the way.** In the protection of the family with the special, close and secure relations, the child can experiment with new feelings and try out new roles. Much of the child's personal growth affects his relations with his parents.

Parents naturally want to be helpful to the early adolescent who is having a period of emotional difficulty. Why is it so hard for them to be of use?

First, the child is eagerly trying to separate himself from his parents. A boy may want to be close to his mother. But because he also wants to grow up, he may feel uncomfortable when he is with her. A girl may wish to be snuggled by, and sit on her father's lap, but at the same time as she senses her own development into womanhood, she becomes aware of her father's maleness and thus cannot permit herself the younger forms of father-child contact.

Second, the child tries to act grownup. But he may try too hard. He not only wants to act independently, he may try to make his parents act as if they had no backbone. He may try to push them to the wall. Sometimes it is hard to negotiate with a pre-adolescent who keeps pushing the limit. The youth may feel that in order for him to be big, the adult must be small. This is similar to the way the child may have felt when he was in the late preschool years and tried to act like Daddy. In a certain way, a pre-adolescent youth has some of the same feelings and goes through some of the same problems as he did during the preschool years. But parents and adults may find the pre-adolescent acting like "Mommy" or "Daddy" less cut than the nursery school child trying on the same roles.

Third, parents and child may be embarrassed by sexual maturation. Probably most parents feel uncomfortable as their child starts to become a sexually mature person. It may be hard for a parent to accept. For the one-parent family, there are some special problems. The mother who is raising a son may feel awkward as he becomes a young man, and she may not be able to discuss his bodily changes and new interests in the way she can with her daughter. The same situation is true of the father raising a daughter. Also, in a one-parent family, a child who is the opposite sex of the parent may sometimes feel uncomfortable being alone in the house or talking with the parent about personal issues.

In most situations, children will keep puberty almost a secret from their parents. A child is more likely to discuss his physical and emotional changes with friends, and to explore these changes in privacy or with them. Children at this age become very curious about nude books and magazines, medical books, sex education pamphlets, and each other's bodies. Boys and girls love to talk about what sexual activities will be like, but they may utterly refuse to talk, or look stupid, if a parent raises the subject.

For these reasons, and others, children at this age may need guidance and help from adults whom they can trust, in addition to their parents. But they are very hard to reach.

Meeting the developmental needs of the pre-adolescent in day care

The pre-adolescent's needs are very different from the younger child. The day care operator will have to be sensitive to each child's developmental needs, because some children will enter this phase earlier than others. The day care staff will easily recognize when a child begins to show increased appetite, unruliness, messiness, "dirty" humor, sexual curiosity, and social withdrawal, along with a fierce competitiveness on the ballfield or in other activities.

Need for communication. The pre-adolescent needs adults who can help him understand what is happening to his body and feelings. A child will turn away from his parents and may turn to a day care staff member of the same sex for this communication. This is a sensitive area. The day care staff must discuss with the parents how they wish the child to be treated. At the same time, the day care staff members must be comfortable with their own role and responsibilities.

Most parents will probably be happy to have the mature day care staff person available to a child for personal discussions. The child, of course, will not want to talk about most things; and when he does talk about what is on his mind, he may say his piece and then clam up. The day care worker can be available when the child is ready to talk but should not push the child when he wants to go his own way. Whether the day care program offers sex education in a narrow sense depends very much on the parents, the children, the school curriculum and the program. However, no day care program can or should avoid helping the pre-adolescents learn about themselves and the changes in their lives.

Peer relations. These may cause real concern in a day care program. Staff will often feel uncomfortable about letting boys stay too long in a bathroom or locker room, especially if there is a small group together. There may be concern when a pre-adolescent boy becomes perhaps overly friendly with a somewhat younger child, or when the staff feels that some of the children are involved in sex play.

The day care operator will have to judge maturely between the children's needs for privacy and their needs for adult structuring. Pre-adolescents need to be alone and to talk about what is on their mind with peers. Day care staff should not always be hovering about and supervising. On the other hand, pre-adolescents should not be given the message that they are without any adult support or authority or, worse, that the adults want to encourage them in what may be very upsetting behavior. The day care staff should, therefore, be sensitive to when they should actively take control of the children's activities.

Activity. Pre-adolescents need to have vigorous physical activities. This is an area where the day care program can most easily provide a developmental requirement. There can be nothing better than to allow the youngsters to get exhausted playing sports or walking on a 20 mile hike and then allowing them to stuff themselves with sodas and ice cream.

School often is in the background of a child's interests during the junior high school years. Perhaps there is no other period of the educational process when children have so much need for a break from studying. Children often feel that there is too much to learn about themselves to worry about learning what's in the books. Some schools now appreciate this, and let the children use much of their school time in self-directed activities and in groups. Where schools do not appreciate the child's developmental needs, children may temporarily or permanently lose interest in learning or going to school.

The day care program will notice that pre-adolescents stop doing their homework or do it in a hasty and sloppy way. The important thing is not to get children to sit and pretend to study, but to give them opportunities to learn about things that are of interest. Children turn away from school during this period. Many high school dropouts have dropped out mentally several years before.

Sloppiness. In a center, the rooms used by children in middle childhood may be neat and clean. The rooms used by pre-adolescents will have junk lying about, dirty shirts, and fewer projects for display. The day care program cannot tolerate every kind of behavior. It is sad to see an inexperienced youth worker trying to get youngsters to like him by relaxing all of the rules. The children don't like this, and are pleased (although they may not show it) when a gruffer, older worker lets them know just what the rules are. Yet, just like a mother lets her pre-adolescent mess his room a bit, day care programs should allow pre-adolescents to let their physical environments feel comfortable. In any case, pre-adolescents just won't make use of a program that looks babyish or treats them like elementary school age children.

This same idea applies to meeting the other developmental needs of pre-adolescent children. Not all day care workers can deal with children when they reach this age. If a staff person or day care operator cannot tolerate the upheaval, it is better to stick with the neater, elementary school age children.

Development of the very early adolescent (12-14 years)

There is no sudden change from pre-adolescence to early adolescence. But within a matter of a few months, the child and everyone else notices that the phase of rapid growth and body change has really set in. Similarly, the changes in personality are gradual but are quite clear.

Identity. Today, everyone knows that adolescence is the time for a young person to define his personal identity. Elementary school children think about many things, but take themselves more-or-less for granted. An adolescent will spend much time thinking seriously about himself and about what kind of a person he wants to be. During this time, a youth begins to feel that he is a unique person and that he has a hand in making himself into the kind of person that he admires. An adolescent starts to see himself as a person with a history and a future. Adolescents become philosophers, and wonder about whether they are the same person today as they were yesterday, about whether there is any good in the world, and about other deep matters.

Part of defining identity involves trying on different roles. An adolescent may act like a saint for a while, and then act like a mobster. The roles may change during a period of hours. Over the course of several years, an adolescent may keep his sense of personal possibilities rather open and experiment with different roles. This may be easier for the more economically advantaged youngster than for the child who is poor. Adolescents are very conscious of social inequality. One of the great tragedies of this period is when a youngster with real potential feels, at an early age, that he has only limited possibilities. His identity development may end too early, before he really can explore all of the possibilities. Of course, it is a fact that our society has not given all of its youth the same sense of a golden future.

Parents. During early adolescence, youths begin to look to cultural heroes and social ideals to define, for themselves, what they should become. Each ethnic group and sub-culture has its own great men and women.

Early adolescents move even further away from dependency on their parents. Parental attitudes and pressures are often very consciously rejected. Sometimes, a youth will go in the opposite direction for a while. If a girl has been brought up to be a nice, respectable, young lady, she may start to run around with the toughest group. A boy who used to be a model of religious education may act like he never had parental guidance at all by smoking, playing cards, and staying out late. Some early adolescents play two lives. At home, they may remain model youths. With friends, they may be the gang leader. Most early adolescents do not push themselves permanently too far from the values they were taught.

The adolescent who wants to separate from his parents may at times look as if he were out to murder them with worry and fights. But this is usually not the case. He is only searching for a safe distance so that he can maintain his growing independence and not be pulled back by his own feelings into the immature, childish role. This can be confusing to parents. For example, an adolescent boy may argue with his parents, almost to the point of a fist fight and threatening to leave home, about the use of the car for a date. That same night, he may want to spend hours drinking coffee with his father and talking about politics, school, and the family.

Substitutes. As the child moves away from his parents, he may feel very lonely and fall in love with other people. An adolescent may have a deep crush on someone of the opposite sex, or on a teacher or coach, and never mention it to anyone. Sometimes, an adolescent may reveal his love to a peer at a moment of courage. Can anyone forget that secret delight of telling a best friend that you are indeed in love, and that you think the other person loves you although you've hardly spoken?

An adolescent can feel a deep love for an ideal or principle. This is a great capacity, and can sometimes bring an adolescent in conflict with his parents who are, by his standards, hypocritical.

Adolescents can form intense friendships. Although they are capable of standing up to the stress of an intense relationship coming to an end, they feel these losses deeply. With the loss of the childhood relationship with parents, with the ending of a secret romance, or with the break with a principle, the adolescent may feel deep sadness, frustration, and loneliness. At such times, the adolescent may masturbate, overeat, become moody, punch a younger brother, or do all of these things and more. At no time in life does a person have loftier ideals from which to fall so far and so fast.

Peer groups. Adolescents find new security through expanded groups of friends. Often, a group of boys and a group of girls slowly merge, with the bravest boy taking the lead under the directions of the least frightened girl. The larger "youth culture"—which is often merchandised and popularized through the public media—also serves a positive purpose in giving adolescents the sense of belonging to a group during a period when they feel that they no longer belong at home.

New social forms are appropriate to this development period, and day care programs will have to be sensitive to these needs. For example, early adolescents need to talk on the telephone for many hours with their friends. There are many reasons for the value of the telephone. An adolescent can say things to a friend of the same or opposite sex through the telephone that could never be said face-to-face. The telephone is a way of reaching out when the youth is lonely. While talking on the telephone, the youth can take a variety of postures, like standing on his head, or can have a variety of feelings without being embarrassed.

Adolescents need to listen to favorite songs, over and over, to have special words and clothes, and to be rather different. Day care programs cannot neglect these needs and be useful.

Sexual development. Sexual urges and bodily changes related to sexual changes are of central importance to adolescents. Masturbation is a normal part of adolescence for boys and girls. Yet, most youngsters will worry about it and keep it more-or-less secret. Masturbation allows a youngster to learn about his new sexual urges and to realize that he can control the expression of his sexual feelings at will.

Some sub-cultures are accepting of the young person's sexual drives. Other sub-cultures tend to make the youth more anxious or worried about such things as sexual ideas and masturbation. Also, there are young people who worry too much because of personal thoughts and feelings which may go along with masturbation. Worries about sex have lead to many incorrect ideas. For example, some youths worry that masturbation may cause acne sores or even drive a person crazy. These ideas are not true, of course, but they show how frightening sexual feelings may be.

Menstruation is another important new force in adolescence. Some girls are proud about their periods, and feel like grownup women. Probably most girls are, at least for a time, frightened and upset by their periods. Periods may bring mother and daughter together, because they share something. If their relationship is good, the mother can be very useful.

All adults who work with girls during this age understand the special consideration they must make for girls who are upset by their periods. Many girls during this time miss school once in a while. Of course, changing clothes or showering for sports may be particularly upsetting.

Boy-girl relations take on much greater seriousness in the eyes of adults as well as youths when there is sexual maturity. Boys and girls want to get closer together and experiment. Petting and necking can become a favorite activity, and talking about "how far to go" may be the favorite discussion in peer groups. A day care program may have to take a stance on questions which relate to boy-girl relations.

Action. Adolescents can sometimes act quickly, just like younger children. The difference is that the adolescent can go further and do more. Adolescents are often very thoughtful about things and then, surprisingly, do something without a moment's thought. For example, a group may spend weeks planning a dance or a date; and the same group can decide on the spare of the moment to take off on a joy ride or paint the basement.

Activity can be an important way of learning about new strengths and skills. When a boy almost knocks out his best pal just fooling around with boxing he gets to learn that he is really strong. Adolescents are able to be thoughtful in their action on the ballfield and plan plays and strategies.

For some adolescents, action is not a way of learning about new feelings and drives, but a way of avoiding any thinking. There are some adolescents who are always on the move in an almost driven way.

Thinking. The adolescent's special activity is a new quality of thinking. In his head, an adolescent can fight battles from many perspectives, make plans, and question values. One of the adolescent's recently acquired intellectual skills is his ability to think about and question values. Adolescents wonder whether there is a God, what is good, and what is justice. They are able to evaluate events and ideas in relation to history and different cultures. For example, they may recognize that what is thought to be proper in one society may not be proper in another society. However, usually, they feel that there is an absolute just way for things to be done.

In our society, adolescents can find a great deal to question about justice and morality. Many adolescents become keenly involved in thinking and acting to bring about social change.

Because adolescents enjoy thinking, they can become intensely interested in school courses that are relevant just as they were during the elementary school years. School courses that allow the youths to think about ideals, history, race relations, sociology, and the like can make school a meaningful place again. This is a major change from pre-adolescence. For the early adolescent, school has something exciting to offer.

Problems during early adolescence

It is perfectly normal for adolescents to become upset. Usually, there are periods of quiet between longer periods of turmoil. This upheaval can be so strong that it is not clear if the adolescent is psychologically disturbed. The upsets are related to the adolescent's physical changes, his new emotional impulses, the end of relationships, and the changes in relationships with important people, like parents. **If an adolescent doesn't get upset at times, he is probably not allowing himself to think about or deal with important issues.** An adolescent can be too good. If he is, he may not be prepared to deal with the stresses and strains of adult life.

There are some major problems that the day care operator and staff must be familiar with if they want to serve adolescents.

Delinquency. Almost all young people, and adults, too, sometimes do things which are technically against the law. Delinquency implies more than this. It implies a general style. The delinquent adolescent is involved in a pattern of actions which both he and his society consider to be deviant or unacceptable.

There are many reasons for a youth acting delinquent. Probably, the major causes are social or cultural. Some young people become deviant in their behavior if there are no opportunities to meaningfully participate in the community. They reject social institutions if social institutions have no room for them. Delinquency which starts in early adolescence often has to do with cultural forces which push a youth into gangs. In some sub-cultures, gang activity is the primary way of feeling valuable. Occasionally, children become delinquent because of emotional problems, mental retardation, or severe family disturbances. In some sub-cultures, young people become delinquent in revolt against what they feel are fake life styles in their parents.

Drugs. There is no doubt that younger adolescents are increasingly involved with drugs. There are changing patterns to drug use. Glue sniffing (and also gasoline, lighter fluid, and paint sniffing) seemed to overtake communities. Other over-the-counter drugs (like some cough syrups) become popular and then fade away. Pep pills and other pills are commonly used by early adolescents. Early adolescents rarely use injections of hard narcotics, although this, unfortunately, may be changing. It is old hat for adolescents to experiment or get pretty serious with alcohol and cigarette smoking.

An adolescent may use drugs for many different reasons. Adolescent boys of many backgrounds may imitate the "grownup world" by drinking, smoking, and gambling. In such cases, adults may be shocked at seeing their own behavior mirrored in their children. There is strong peer pressure to experiment. The use of drugs may be similar to other kinds of social experimentation and to take a dare. Adolescents who are trying to separate from their parents may move to use drugs in order to establish their sense of freedom. In other situations, an adolescent may turn to drugs to reduce inner tensions.

Even early adolescents may get regularly involved with marijuana.

Secret cigarette smoking and the occasional use of beer and alcohol are almost part of growing into adolescence in America. It may be that this kind of experimentation has extended to the use of some other types of intoxicating drugs. However, there is much more physical and emotional danger in glue sniffing, pills, and narcotics.

Sexual problems. A major concern of adolescents is with sexual identity and forming appropriate love relations. Sometimes, in the process of experimenting with sexual feelings and close relations, an adolescent may act in the direction of homosexuality. Some kinds of homosexual activities are almost expectable during adolescence. These include hand holding, comparison of breast and penis size, a group stripping a single individual, and the like. This kind of homosexual playing around is normal if it is just occasional and if the youth is also becoming increasingly interested in sexual relations with the opposite sex. Often, homosexual activities come about because the young people are still too anxious with the opposite sex.

There are early adolescents who do get into trouble with their sexual feelings. Some boys and girls may lean too heavily toward homosexual relations. If a youngster gets sexually involved with an adult of the same sex, he is more likely to have trouble moving toward sexual relations with youngsters of the opposite sex. The other extreme is also a source of difficulty. Early adolescent girls may find themselves overly involved with older adolescents and youths. While they may be physically mature, they are emotionally unprepared for an intense physical relationship and often experience feelings of disgust with themselves.

Both boys and girls know that their parents are concerned about their sexual development. Sometimes, youths may actually turn this concern into a weapon to use against the parents by misbehaving. While some youths may do this to a strong degree, most often children develop the same morality taught them by their parents' examples and instruction.

Meeting the developmental needs of the early adolescent in day care

To meet the day care needs of the early adolescent a program must be sensitive to youth's idealism, energy, and need for clear limits. Nothing can be more satisfying for a day care staff than to see energetic and principled young adolescents take on a community project and see it to success. But the day care staff must also be prepared to take the heat of rebellion and criticism and to stand up when push comes to shove.

The day care operator and staff will have to make many decisions about policy and must be very closely in touch with their community and parents. How will they handle smoking, masturbation in the bathroom, or sex education? What about sports, like swimming, that bring boys and girls together? How should they handle the secret communications that the adolescents share with a trusted adult? What about a youth who they know is in trouble with delinquent behavior or has stolen something?

Day care programs have a lot to offer to support adolescent development.

Identity. In a day care program, young people can interact with different kinds of adults in different settings. A youth may develop a friendship with a day care worker who works for civil rights causes, who was a medic in Vietnam, or who worked as a volunteer in Africa. The adolescent may have the opportunity of seeing different kinds of adults working in the same program. For a period, he may like to spend time with a more serious staff worker who teaches creative writing and yoga and talks about philosophy. At other times, he may really get close to the more outgoing worker who organizes rock sessions and drives a motorcycle. It is particularly important for adolescents to see capable, assertive, and respected women with different personalities.

Day care programs can be useful because they present ethnic history and culture in an open, home-like way. The youngster's school may also try to teach about ethnic and racial culture. Day care programs can supplement this and be more personal.

Parents. In day care, the adolescent can find a comfortable and secure place away from home. For many very young adolescents, there is no place to be except home or on the street. The youth who lives in a small apartment may go on the street just to get some air. Even if the living quarters are physically large enough to give the adolescent some privacy, the youth may feel the need to be away from home. Day care can be an alternative to just hanging around.

Day care staff can provide the adolescent with guidance and friendship. They can help him deal with problems, with his feelings. And they can be available to feed him or show that they care when he is depressed and lonely.

The day care program must have the trust of the parents and the children to be useful in these important ways.

Peers. A day care program provides a ready-made set of peers. Because activities are in part structured and because there is a facility to use, the peer group can work together toward constructive ends. For many adolescents, it is comforting to know that there are adults around who are keeping watch to be sure that things are going safely and well.

Day care programs can bring boys and girls together in ways that are acceptable to the youths and their parents. Youngsters need this informal kind of social mixing. Traditionally, adolescents have used drug stores and soda fountains to socialize. Today, particularly in low income areas, all they have are street corners and hallways. Day care programs can give young adolescents the opportunity to just sit around, drink cokes, and talk without being rushed out.

Action. Day care is a natural arena for action of all sorts: sports, building, community change, dressmaking, grooming, hiking, and so on. Just like pre-adolescents, early adolescents spend a great deal of their energy in movement. Nothing is too strenuous. Many girls will want to be equally active as the boys in equally hard activities. If they are given the opportunity, they will do things that have usually been reserved for boys with great pleasure and skill. For example, girls may make fine carpenters, and they have the same needs as boys to bang away with a hammer and cut with a saw.

Thinking. Day care workers may get to know a youth very well and in a much less formal way than teachers. They can know what an adolescent is worrying about and feeling. They can share some of their own concerns. In a variety of ways, day care programs can be a place where a youth can think about morals, values, and attitudes. Some adolescents do this with trusted adults, like aunts, uncles, grandparents, teacher or day care staff worker more easily than with their own parents because the adolescents may, at times, get too emotionally involved or embarrassed in talking with their own parents.

Belonging. Adolescents are so busy separating from their parents and attacking traditional values that it is easy to forget how much adolescents want to belong. One of the challenges of day care for early adolescents is to give the youths the sense that they really make a difference to the program and their community.

A major reason for delinquency is that young people do not feel they can participate in social institutions. They wind up attacking them in a destructive way. If youths feel that there is something in a system for them, they will direct all of their energy and idealism to building up the institution. Today, even early adolescents are very conscious of social forces. They are eager to work with causes that they can believe in or help others in some genuine way. Religious and ethnic organizations have traditionally been able to really engage early adolescents in working for socially important community goals. A thoughtful day care program can be a channel for this type of youth development.

DAY CARE AND DEVELOPMENT

What makes development go forward?

A mother looking at her high school youth jumping into a pal's car to go out for a big date cannot help but wonder, "Is this the little boy I sent to kindergarten just a few years ago?" He may be having a similar thought. Children change so much between early elementary school age and adolescence: in what they feel, what they know, how they act, and how their bodies work. What brings about these changes that we have described? Nobody really knows. There are some facts, a few theories, and many mysteries.

What we have called development or personal growth or maturity depends on the complicated weaving together of biology and experience.

Biology. For a child to develop well he must be loved, well-fed, well-clothed, well-sheltered, and healthy. Malnutrition, dental caries, chronic ear infections, prematurity, skin abscesses and other diseases and problems interfere with development.

Children seem to be born with some kind of inner drives. There are inborn motivations, for example, to avoid pain, or to repeat something that is pleasant. There are probably biological roots for a child wanting to achieve something and to use his mind as well as he possibly can. For example, even babies appear to push themselves to solve problems. School age children love puzzles and riddles. If something is too simple, it is not fun.

The role of biology is clearest at adolescence. The outpouring of new hormones or more hormones changes a child's body into a youth's body. Boys and girls become men and women. Along with the physical changes there are many emotional changes: new interests in the opposite sex, new pride and thoughtfulness about one's own body, and new enthusiasms and energy. The whole texture of a child's social relations and feelings about himself change. These changes are not without some upsetting periods. And this, too, seems to be a biologically related fact: at periods of rapid development there usually is some turmoil.

Today, girls enter puberty at around age 12. One-hundred years ago most girls entered puberty at 16 or 17 years. This hastening may be the result of better diet, less illness, or a different pace of life. The same trend is true for boys. But it is interesting to think about what effects earlier physical maturity has had on the emotional development of youths.

Experience. From infancy to adulthood, a person needs the affection, emotional and intellectual stimulation, and care of other people. Infants deprived of affection, stimulation, and continuity of care may literally die, even if they are fed, protected, and physically well-cared for. The school age child can probably suffer more deprivation of this human nutrition without physically dying. But he may shrivel up inside.

The experiences that are most important for development have to do with human relations. We are biologically built to form attachments to other people early in life. These attachments shape all future development. But the quality of the attachments depend on the quality of life for the child and his family.

Children develop into people with human values, skills, interests, and feelings, because of the way they have been treated. The praise and rewards of adults are powerful environmental forces in changing behavior. At first, it is mother's smile that makes a difference. Later, if everything has gone well, a child is responsive to the praise, gifts, interest, and of course, criticism, of other people whom he respects.

Children take in what they see, and become like the people around them. Little children are great imitaters. But as they imitate, they learn how to act. Pretty soon, they are not imitating any more but doing the same sort of thing on their own. A child imitates a person he respects and admires, or sometimes someone whom he both admires and fears. "When I grow up, I will put my mommy to bed, and cover her up, and say goodnight, and sneak out of the room quietly, and then she'll be sleeping and I'll sit down and say 'I never thought the day would end!' " Eight year old Rebecca's story during doll play tells a lot about what children take in, what they later put out, and how they wonder what parents will be like when they themselves become parents.

The child's mind is always working. It is easy to forget that children do not sit in our schoolrooms or in our houses like robots waiting for instructions. The child actively seeks out new experiences, puts his ideas and feelings together in new ways, and creates new solutions. In a way, these ideas bring biology and experience together. If a child has had good experiences with his parents, with his family, and in the community he will feel of value. If his self-esteem is high, if he is healthy and well-fed, if his basic life-needs are met and he is not under stress, then he will show his basic, biological need to use his mind and will seek, plan, and create.

How day care helps development to go forward

School age day care can play important roles in providing children with a greater opportunity to move forward.

Biology. Day care can be a place where the child's health needs are assessed and satisfied. Day care programs in cooperation with other community resources can help a child develop physically to his potential. Acute and chronic medical problems can be brought to the attention of physicians and clinics. Children can be fed. They can get needed exercise. As they enter new periods of biological stress, they can be helped to understand changing feelings and health needs.

Experience. Day care can provide friendships and relations to supplement what the child receives at home and in school. The relations can be personal and responsive. He can be given the opportunity, through these relations, to develop his self-esteem and sense of mastery. With more security, his desire to use his head will lead him into new areas, where he can be guided by understanding adults.

Development, when it is going well, is an orderly process. Day care workers who understand the normal sequences and the usual trouble spots can help make the path smoother and straighter.

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CHAPTER TWO

ELEMENTS OF DEVELOPMENTAL DAY CARE FOR SCHOOL AGE CHILDREN

There are huge differences between the eager elementary school age child and the worldly early adolescent. The developmental needs of children during this period have been described in the previous chapter. We have stressed that day care must be carefully involved with a child's parents to work towards meeting the child's developmental needs in a small group where the child can feel emotionally supported and intellectually stimulated. The day care program has to adjust to the child's abilities and needs from day-to-day and year-to-year. Many schools tend to lump children together by their age and, more-or-less, by their mental abilities. Day care programs should be more sensitive to the individuality of each child and his family.

There are certain features that are essential for adequate day care for children and youth. No single component should be so stressed that others are overlooked. This chapter describes features common to ideal programs. But this does not mean that there is one ideal or model program. Programs should differ because they must meet the special needs of different communities, families, and children.

Day care policy

The policy of a day care program shapes its whole character. Just as the framing of the Constitution of the United States brought this nation together, decision making about policy can bring together a whole community. The program should be developed, evaluated, and changed with the participation of children and youth, their parents, concerned citizens, volunteers, and the staff of the center or program.

Children and youth can learn about responsibility for themselves and others by actually seeing how their ideas are accepted and by seeing how everyone must be willing to compromise and to help. Children cannot, of course, be expected to be involved in technical decisions. But children and youth should be involved in decisions which are appropriate to their abilities, interests, needs, and developmental level.

For example, the early elementary school age child wants and needs some areas in which he can be independent. He can be involved in deciding about the type of things that he can do independently, like whether he can walk to the program alone. His parents and other adults will have to decide along with him if he can follow through safely on his decisions. As the child develops, he can make more-and-more decisions for himself. The pre-adolescent and adolescent can have a major share in deciding what clubs to join, what types of food to serve, and what types of teams to form. Again, the adults will also have opinions and needs, which they have a right and obligation to express.

A well-planned program will have many changes because it will be flexible. If children, parents, and staff have the real opportunity to review the program, they will always have new and better ideas to meet their special needs.

Self-Esteem

A child's self-esteem or self-image is how well he thinks of himself, what he feels he can achieve, and how he thinks he compares with other people. Children with high self-esteem usually feel proud. They feel capable of getting the things that they want. Children with low self-esteem are more wiling to take whatever is given them. They do not feel they are worth too much. A child with high self-esteem often feels that he can control his fate and future. A child with low self-esteem often feels that what happens to him is the result of decisions and events made by other people or fate.

There are ways of making a child feel that he is valuable and that he can shape his own future.

School age day care aims at improving a child's self-esteem by giving him experiences of success, achievement, and participation with real responsibilities. A good program gives the child and his family the sense that they are accepted as they are, and then gives them opportunities to feel more and more secure in their own, inner values.

Respect for a child's background. A program can show its respect for the children and families in many ways. The language used in the children's home should be used in the program. Ethnic history and customs should be part of the program. The day care workers should be familiar with the children's family backgrounds and life-styles.

Elementary school age children are interested in words and language. Many of the children in day care come from homes where another language or dialect is used either instead of or in addition to standard English. Program activities should accept the language the child knows, and both languages should be continued. Many families will need to have the use of non-English or non-standard English explained, because parents often want their children to learn standard English in "school."

Some children come from backgrounds where there are expressions and dialect speech which may not be in general use. Again, the child can be helped to learn standard English and, at the same time, be made to feel proud of his own background.

Children can teach each other. The best way to learn a new language is by using the language in an active, involved way. The day care workers should be as eager to learn a new language from the children as they hope the children will be eager to learn standard English from them.

Ethnic traditions. Authentic ethnic history, literature, music, dance, painting and drawing, sculpture, drama, tools and instruments, and customs should be included in program content and activities. The program should not be simply a canned "ethnic experience." It must relate to the special needs of the children in the program. For example, in a big city an eight year old Indian child may feel lonely and unsure. With the help of a youth worker, Rachel and the other boys and girls at the day care program can learn about Indian history and about Rachel's own tribe. They can play Indian games, make a teepee or models of a long-house, build drums, put on a play about Indian legends, do a mural of an Indian scene, visit a local museum to see Indian exhibits, listen to Indian music on the phonograph, and design Indian costumes.

Family style. Family style reflects the history, attitudes, and values of a family, and the role of the family in the larger community. A family's style is the way the people in the family talk and work together, the way they express feelings, the way the parents discipline the children, how the family has fun, and the special roles of men, women, and children in the family. In some cultures, the family style leads to a very extended family with many men and women of a wide range of ages involved with the children. In other types of families, the children may have close relationships with only their mother. Some family styles stress having fun and working on things together; other family styles stress more individual activity. In some families, the father is clearly the one who makes the discipline rules. In other cultures, the father or other adult men are concerned about and have fun with the children but the mother usually sets the rules and sees that they are followed.

In some sub-groups, the family style leads to a very close eye on everything done by the children. In other sub-groups, children are allowed much more freedom; for example, they may stay overnight in another person's home without telling their parents.

Day care programs must be sensitive to these cultural, ethnic, social, and individual family style differences. **Children from different types of families will expect different things from the program staff. Different types of families will have different needs and different expectations about the program.**

The day care program must not make a child feel that his own family's style is somehow not good, not acceptable, or not normal. The American society is pluralistic. When we talk about respecting a family's style, we mean that day care should convey to children that their own background and family style have very special value.

At the same time, the day care program can help children see the things that are found in all families and help children deal with these elements. For example, the day care program can support the feelings of security, love, and concern that exist in all types of families, and can help the children understand the angry feelings that arise between siblings and between adults. Some strong feelings and problems are found in all families.

Even for the child whose family background may really be quite stressful, the day care program should try to help the child appreciate his own background while providing him with the good experiences he needs.

To develop self-esteem a child and his parents must come to grips with their own roots. The day care program helps a child mature by giving him new alternatives and also by strengthening the child's bonds with his own tradition and his own abilities.

ADMINISTRATION

Community people, participants, staff, and others will have different ideas about how to organize the day care program. The following discussion outlines some of the areas that you will want to think about.

Staff

You will want to consider four issues in relation to staffing:

1. Number of staff members needed to serve the number of children in the program.
2. Staff training and specialties.
3. Staff composition in terms of wanting men and women, professional and non-professional workers, people from different cultural and racial backgrounds, and people from different age groups.
4. Staff with multiple assignments and the roles of paid staff and volunteers.

There are general guidelines about some of these issues, for example, the Federal Interagency Day Care Requirements. But each program will have to make its own decisions, for example, in the use of people who come in for special occasions or programs, volunteers, and paid staff who may do very many, different kinds of things in order to provide program flexibility ("multiple assignments").

Within the broad framework of program policy, the administrator will want the staff to be free to respond to the concerns of children, youth and families. The staff must feel the inner freedom and the support from the administrator to take advantage of special moments when a child becomes enthusiastic about something or a family has a special need.

Attendance

The needs of families are different. The needs of the children change as their families change and as the children become more independent. Parents should have many options. A contract between a family and a program can include the following types of provisions:

1. Breakfast and seeing that the child leaves for school.
2. Acting in behalf of parents if the child must be absent from school, for example, if he has a cold.
3. Picking the child up at home all the time or if the parent can't bring him on some days.
4. Bringing the child to and from school.
5. Lunch (when it is not available at school), lunch time activity, and seeing that the child gets back to school.
6. After school programs, including activities in a center, joining a club or group, playing with neighborhood friends with some adult supervision, going to a library, special events, and the like.
7. Snacks.
8. Emergency transportation.
9. First aid for medical problems.
10. Supper and early evening program, including supervision of school homework.
11. Quiet time appropriate to the needs of the child.
12. Professional response to crises and emergencies.

The care of school age children is the responsibility of the operator who accepts the contract to provide certain services; but, to fulfill this responsibility, the operator must work together with the parents and the children and youth who use the service.

The administrator of the day care program assumes responsibility when a child does not attend. The day care program is entrusted with the care of the child by his parents and acts in place of the parents. The program may, thus, be responsible for anything that happens to the child who is absent. A program that has many children absent is probably not meeting the developmental needs of the children nor really satisfying the parents. A program that has close to 100 percent attendance is probably doing a pretty good job.

Family and community concerns

A day care program will have an effect on, and be affected by, other community forces, such as schools, community action groups, youth groups, family agencies, hospitals and clinics, professionals, public agencies, juvenile justice system, and many other public and private institutions. For example, the day care program can be a force in a community to change the way children and families feel about the meaning of education, the expression of feelings as part of education, and community participation in planning. This may bring about changes in what they expect from school. The school may help the day care program be a place where youngsters can receive tutoring and special kinds of individualized teaching. This may shape the day care program. How the child feels about school and other institutions will shape how he deals with the day care program.

The hopes of parents should help design a program. The parent may express the hope that day care will help her son get ahead in school, or be a more outgoing child, or stay-out-of-trouble. The family may not really be aware of the real hope. The day care staff should help the parent and child clearly spell out this hope, and then should work with the family to make this hope a shared concern that leads to action.

Evaluation

How well is the program doing in meeting the needs of parents, children, the community, and the individual members of the staff? The day care program, like any business or school, needs to have a way of pinpointing areas of success and failure, strengths and weaknesses. The process of evaluation should be decided on at the start of the program.

There are several different types of evaluation:

Staff evaluation. The staff of the program reviews how things are going in relation to their own work and the program. This can be done through formal reports, in informal discussions, or in both ways.

Parent, child, and youth evaluation. The different consumers should be helped to work out a system where they can express their views about the program. For example, parents might be most comfortable meeting together with the director of the program. In other situations, parents might be more comfortable if they could speak on a one-to-one basis with someone from a different agency or program. In some situations, for example in family day care, individual parents might be asked to send a brief evaluation on a standard form every few months to the sponsoring agency. A Parent Policy Advisory Group might write a general review of their satisfaction with the program and submit it to an agency at refunding time for a program. Young people might prefer a Youth Forum every several months, where they can describe their viewpoint to staff and parents.

Independent evaluation. The day care program should make arrangements with another agency, group, or consultant to see how the program is working. An outsider may see things that the staff, parents, and children overlook or are too worried to talk about. For example, an outsider might point out that a program is not satisfying the children's needs for quiet activities, or that a program has no youth participation, or that it does not help the staff develop new skills. An outsider can also point out areas of bad feelings, for example, that the day care program has made other youth agencies in the community feel in competition.

Evaluation should lead to change. There should be a way for the different evaluation groups to followup and see what changes are made. Even if parent groups have less say in deciding day-to-day policy—for example, in commercial day care programs—they can be quite powerful by expressing their evaluations to an agency that funds the program or their child's day care. Part of the next evaluation is to see how the program was changed because of previous suggestions.

The different types of evaluations may use different methods. Their goal is the same: To improve the quality of the program for everyone involved.

CAREER DEVELOPMENT

A day care program should aim at supporting the development of the staff as well as the children, youth and families. The career development activities lead to several results:

1. The staff becomes more capable in the work they are doing.

2. Individual caregivers and youth workers advance within the program to positions with more responsibility and financial reward.

3. Youths and their families are employed and educated.

4. Staff workers, youth, and family members are prepared for other occupations and professions outside of the day care program.

Career ladders

The personal goals, motivation, and aptitudes of every member of the staff should be respected. Youths and parents should be included.

In-service training should include different career development programs.

On-the-job supervision. Each worker should be helped to improve his own skills in the work he is doing by thoughtful supervision. This should be a form of educational activity and time should be set aside. The workers can meet with the director or an outside consultant either individually or in groups to discuss issues about day care and child development and other areas. The goal of this supervision is to enhance skills and lead to realistic job advancement.

Job related schooling. The day care program should arrange for staff members to obtain high school degrees or equivalents, when necessary, and also assist interested staff members to go to junior colleges or four-year colleges for special courses. Staff should be helped and supported in earning degrees, and not just credit-hours. A certificate for having taken some course work has little meaning if the work does not lead to a **recognized degree** certificate. The day care program may be able to work out a way for a staff member's on-the-job experience and supervision to meet academic requirements.

General education. The program may be able to help staff members, youths, and families arrange for education that leads to other career opportunities outside of the program. An individual should not be limited to studying about day care or child development. For example, some staff members may decide to take nursing courses or they may develop an interest in mechanics. The day care program should encourage everyone involved to find life-styles and careers that are personally rewarding.

Youth opportunities

The child and youth in the program should see himself as a person who can play a worthwhile role in society. Both boys and girls need the opportunity to select and work at reaching career goals. They can be helped in this process.

Exposure. Youngsters should see people at work at meaningful careers. It is especially useful for minority children and girls to see people like themselves doing important and different occupations. Younger children should be encouraged to talk to and develop friendships with adults whom they can respect. Adolescents can actually be placed in job situations where they can be coworkers. For a pre-adolescent or adolescent, even simple and rather menial jobs can be quite exciting. One young adolescent was thrilled to be allowed to sweep the floors of a leather products company and be able to make friends with the craftsmen. Even as an adult professional, he looked back at his first job experience as a real opportunity to learn how to do a man's job with working people.

Motivation. The children and young people should be given the feeling that they can become like the adults they have seen at work. Their own sense of industry and mastery can be related to future social roles.

Direction. As a youth sets his sights on future careers, he should be helped to plan realistically. For example, a youth who wants to go to college should be helped to plan his school and out-of-school studies in a way that will prepare him for this. He will need support and encouragement along the way, as well as good advice.

In the American society today, children and youth who are poor and from minorities very often are closed off from career opportunities at an early age. From the youth's side, this has to do with low self-esteem and an early end to experimentation with personal identity. Some youths feel that they are not smart enough, good enough, or capable enough of doing well. They then feel that their success or failure is really not in their own hands at all, which, perhaps, becomes increasingly true. Failure in school and other social forces may make a child feel incompetent when, in fact, he has a very good potential.

In day care, a child can get to see his capabilities. But the day care program should not force the child to make a career decision. In America today, most financially advantaged youth don't know what jobs or professions they want until after high school graduation or much later. Financially disadvantaged and minority children should not be expected to make these decisions too early. The most important way of keeping possibilities open is to help the child stay in school and learn and to have exciting real experiences.

EDUCATION SERVICES

Education does not take place only in formal schools. However, a day care program should be very familiar with what a child or youth is learning and is expected to learn in school. There should be active three-way communication between the program, the child's parents, and the school, to work out a program that is educational in the broadest meaning of this word.

Day care education can probably provide a child with more **direct experiences** relevant to special needs. Schools are specially prepared to give formal **instruction.** A day care program may in some situations offer instruction, and schools do offer some direct experience.

An example will show how they can work together.

Matthew is one of eight children of a migrant worker family. In first grade in a small city school, Matthew and the other children are learning phonetics and all about "our city." Matthew knows a lot about picking beans and has seen many farms, but he doesn't know too much about cities. His school will not be able to take a trip to city hall and the fire station for three months because the school budget will only stretch for two trips a year. The day care program knows what Matthew is studying. With this knowledge, a youth worker can take a hike with Matthew and a few pals to see the fire station, talk to the firemen, and see what goes on inside city hall. Along the way, Matthew and the others will be able to talk about cities. As they pass a grocery or supermarket, Matthew might proudly share what he knows about farms. Back at the day care program, Matthew and his friends can talk about the fire station and firemen, do drawings of what they saw, build a fire house, and even play firemen with the hose in the outdoor area of the day care center.

The well-designed day care program educates by both instructing and, more importantly, by giving each child the opportunities he needs in order **to do, explore, and experience.**

Instruction

Some formal, structural education may be a part of the day care program. Parents may be especially eager for the children to have tutoring, courses in ethnic history, instruction about homemaking and finance, and other formal kinds of learning.

Staff for this kind of formal teaching may come from different agencies, programs, or schools. Neighborhood people with special areas of knowledge may come to teach a course. Children may go to other programs for some educational activities.

The child's school should be consulted in designing formal instruction. For example, it may be too confusing for a child to have two history courses at the same time. Or, the school may really be eager for the day care program to help teach one particular subject. The school may also be able to provide new curricular materials or information about whom to contact for some types of materials.

For some children, the day care program can provide special tutoring, for example, in reading; or the program can build special kinds of learning environments, for example, very quiet study areas where there is nothing to take a child's attention away from his studies.

Educational experiences

Many program activities are educational. Children who might be bored learning about math in school may be eager to learn how to count, add, subtract, and multiply in playing board games, reading game rules and regulations, keeping score, measuring a play area, cooking, or figuring out how to fit a new piece of equipment into a room.

Children and youth should freely select

alternatives. For most late elementary school age children, pre-adolescents and adolescents in our society, nobody needs to or should be always organizing and directing activities. But these youth need and usually respect a reasonable degree of "supervision" in the form of someone knowing what they are up to. Day care programs should not go along with the lock-step routine of the crowded, inner-city school. For many youths, the day care staff can be of real use by gently guiding the youth in his own organization and operation of a program.

SOCIAL SERVICES

For some groups, the term "social services" has a bad flavor, and brings to mind investigations, snooping, busy-bodying, and penny-pinching. The day care concept of "social services" must be clearly different. Staff, parents and children should see social services as a part of a total program aimed at helping people achieve their own goals.

General social services

Program staff, community, and parents will decide on how to get families and children involved in the program. The intake process may require hard decisions, especially when the demand for services is high and resources are limited. The intake process involves screening families that apply and determining eligibility and needs, based on clear guidelines and criteria. A family and youth's first contact with the day care program may be with the intake process. The way this is handled may set a tone that has an effect on the rest of their relationship with the program.

The intake process will lead to an understanding of the family's general situation, family style, and needs. The family's hopes will be discussed. Special arrangements can be made. **A major product of the intake process is a clear contract between the parents and the day care program.** The parents should know what is expected from them (for example, that they are expected to communicate with the center), what to do in case of illness, what the fees are, and so on. The parents and youth should learn what they can expect from the program, for example, that the program will provide hot lunches, that the child will have physical examinations and immunizations, that the center will pick the child up from school, and so on.

Another product of intake is making a channel of communication. The parents learn that they are listened to. They learn whom they should contact with information and questions. They learn that day care is a supplement to their own efforts and that they must work with the program. The program staff learns how to contact the parents, what the parents' style of communication is, and about what sorts of things the parents want to be kept informed.

The third major product is an assessment of the family's needs and resources. The intake process will reveal what other agencies the family is involved with, what the unmet needs are, what resources they could make use of, and what serious or long-term problems might be facing the child and parents. On the basis of this information, the day care program may be able to help the family get to new resources or bring together some of the services. For example, the day care program may be in a position to work with a family agency, school personnel, and medical clinics that are involved with a child. The day care program could be a center for communication and planning for the child. Or, the day care program could help the family go to a community resource that can help them with special needs. For example, the day care staff can tell the mother about vocational development programs that are suited to her interests.

The fourth major product of intake is establishing a feeling of trust. Day care requires that a parent entrusts her child to another adult. This is a big step and most parents do not take it lightly. The parents must feel confident that the day care program understands and respects their own values and ideals, and that the day care program will be genuinely concerned about the child.

The social worker is a family spokesman. The social service workers must inform the rest of the staff about the family's and youth's hopes and plans. The social service workers should be able to convey to the rest of the program a general feeling for the family and the child that will allow the program to really give the child what he needs. The social service worker and program director will have to work with individual staff members to organize a program that carries through the contract that was worked out with the family.

Social services are important to families who are already in the day care program. Social services should remain in active communication with the family to be sure that they are satisfied, and to see if their situation has changed. The social service worker will communicate with other agencies on a regular basis to coordinate efforts.

If a family does not participate in the program or if the child's attendance is not regular, the social service worker may discuss matters with the family to see if things can be worked out. At times, the family or the program may need to arrange a new contract. For example, if a family has not been able to bring a child to an early morning program on time or regularly, the program may want to help the family by having an aide pick the child up in the morning.

Special services

Some day care programs may be staffed to provide special kinds of social services to families and children. A day care program affiliated with a family agency may have a staff person who can give marital counseling, vocational guidance, or psychotherapy. These special services are different from the general needs of the participants in the program, and most day care programs will not provide them.

The day care program should not try to meet every social service need of parents, children, or staff. Instead, social service workers should be experts at three things:

1. Seeing what the real needs are.
2. Getting families and children to the appropriate community resource, and helping families integrate the services they are receiving.
3. Following-through to be sure that the family is using the resource and that the family is satisfied with the services.

HEALTH SERVICES

A day care program must be sure that the children and youths receive adequate preventive and acute medical care. Health is more than the absence of disease. Health means that a child or youth is functioning up to his potential.

In many communities there are no health services for school age children and youth. Health care is often limited to once-a-year quickie screenings and acute treatment.

Day care health services should teach families and children about good health care practices.

Comprehensive health care involves social, emotional, and physical factors. The Office of Child Development is publishing a special handbook on health services in day care. In general, parents and staff should consider several areas in planning for health services.

Routine medical care

A child should be examined at the start of the program to record the "baseline" information about his development and growth and to see if he has any special problems. If he does, plans should be made to correct them if possible. Routine laboratory tests may be done at this time. The day care program may have to be adjusted if the child has some kinds of problems.

Routine examinations at intervals of 6 months or a year can be times for the child and parents to ask questions and to be sure that the child is developing and maturing well. Pre-adolescents and adolescents may have many questions and worries about their growth and changes in their body. The routine examination should be planned to give the youth privacy and time to discuss what he has on his mind.

Dental caries are the most common medical problem for children and youth from low income families, especially in communities where the water is not fluoridated. Poor dental health is a major handicapping condition in early adult life. The best approach to this problem is prevention—brushing, fluoridation, and good food habits. A dental hygiene program should teach children about these things, provide direct care such as fluoride treatments, and, if necessary, make referrals for further dental treatment. **Dental problems are almost entirely preventible.**

Routine medical care should include assisting families in getting any special kinds of treatment that are necessary.

The health workers can report back findings, when appropriate, to the rest of the staff. The day care staff should understand any special medical problems that are faced by a child in order to better serve the child. For example, the day care staff should be told about any planned surgery so that the child can be prepared and supported.

Health service workers should be very familiar with all community resources and with the details of special government programs for financing medical care.

Special medical care

Children and youth frequently have minor bruises and injuries during their active games. Staff must be able to evaluate these and be sure that the child gets the appropriate treatment. At least one member of the day care staff should be familiar with how to deal with more serious injuries that require first aid. A standard first aid setup should be available.

During social service intake, the day care program arranges with parents about what to do in the case of illness or injury. The day care staff needs to be familiar with the nearest medical facilities, with the names of physicians who can be called on, and with the telephone number of the local rescue or ambulance squad.

Medical treatment

Children will have medical treatments prescribed by physicians and clinics who are chosen by the child's family. The day care program, of course, should never force a family to accept any special type of treatment. However, the day care program does have the right to tell a family that an untreated child may be unacceptable at that time in the program. For example, the day care program cannot force a parent to have a child with a dripping, crusted rash seen by a physician and treated in a certain way. However, there is good reason for the program not to expose other children to what may be infectious impetigo. Usually, if there is a trusting relationship, day care programs can be of real value to a family by helping them get the kind of medical care that they want and need.

The issue is more delicate in relation to psychological problems. **Again, the day care program must never force a family to use any special medical treatment.** However, if the child cannot be maintained in the day care program, the program may ask the family to remove him until the condition is brought under better control. The program should help by getting the child and parent to the correct resources.

Families may ask the day care program to administer medication or treatment to a child when these have been prescribed by a physician. The day care program should be able to give children pills and other medication brought in by parents. For some types of treatment, for example, eye exercises for children who are cross-eyed, the day care program may need extra staff and special instruction by the health personnel of another agency or clinic.

Adolescents may need a source of washcloths and clean towels, as well as some advice, in relation to the care of their skin. Girls in puberty will need help, at first, with menstrual periods.

Psychological services

A well-designed program promotes psychological health in all areas. When a child's sense of mastery is improved, his psychological health is also improved. A child who has been having trouble in school or a child who can't make friends may show marked improvement in mood by belonging to a club or making friends with a youth worker.

There should also be access to formal psychological services. This may or may not include psychological testing, depending on the program and the child's needs.

A child's behavior has a meaning. When a child is emotionally upset, he may act badly. If the staff responds to the bad behavior and ignores the meaning, the child is not helped to overcome his problem and may act even worse. A cycle of difficulties can be set up. **A staff that is sensitive to psychological needs can respond to the child's behavior problems more appropriately.** They can ask the child what is on his mind, help the child put his feelings into words, get the child involved in something constructive, or offer a manageable alternative to help the child regain his sense of control.

The entire staff of a day care program should have the opportunity to learn about development and the meaning of behavior. Working with youths during pre-adolescence and adolescence can be very trying for everyone. It helps the staff to maintain a professional attitude if they understand what is going on. For example, youth workers should understand that pre-adolescents may have emotional upsets relating to puberty even before they show any signs of puberty. Or, they should understand that the difficult behavior of some pre-adolescents really is a sign of development progress.

Most day care programs can make good use of a psychological consultant.

As with other components, like social service and health, the psychological services component cannot satisfy the special needs of some children. The staff should be able to recognize a child in trouble with his feelings and help him and the family get to the best resource in the community.

Health education

Health education can be a very broad area. Health education should not be limited to the kinds of things that children learn in old-fashioned hygiene classes. Sometimes these classes make children feel that they can never be clean enough, never scrub hard enough, never get the germs out of their mouth, never stand straight enough, or never really satisfy their body's needs for proteins, carbohydrates, fats, and vitamins. This does not increase a child's feelings that his body is worthwhile, nor does it realistically teach him how to take care of himself.

Health education in the broadest sense starts by placing a positive value on the child's body. It must be related to the child's ethnic, cultural, and social background, to the facts of his family life, to the physical realities of his home, and to the different types of health services that are available to him and his family. As in other areas, the day care program can supplement what the family provides. For example, some children and families may appreciate the availability of bathing facilities, especially in the winter when their own homes may be too cold.

Most families will be happy that their children learn about grooming, personal cleanliness, and bathroom hygiene. But the children should not, of course, be made to feel that their own families live dirty lives.

Sex education. Education about body functions may be rather touchy. The day care program should freely discuss sex education with the child's parents. Parents should know what sex education means. Family permission is necessary for formal instruction. Staff members may need some thinking about this area themselves. A day care program that deals with pre-adolescents and adolescents must be able to deal with sex education questions. In a more general way, younger children should also learn about their sexual organs, having babies, and what it means to love someone.

The day care program can provide parents with sessions to talk about how to teach children about sex.

Drug education. Another touchy area of health education relates to drugs. Children should be taught a healthy respect for medication at an early age. The proper use of medication should be stressed. Young children can be taught how **not** to overuse aspirin, cough syrups, throat lozenges, and the like. The day care staff should not be pill pushers or takers for minor, little aches-and-pains. With pre-adolescents and adolescents, the day care youth workers may really get into deep discussions about drugs. There are very good materials prepared by local agencies and the Federal government. The day care program should help the children sort out the facts and come to sensible conclusions. The day care staff will be more successful in helping youngsters avoid an addiction to cigarettes if they currently are not addicted themselves.

Another area of interest to adolescents is the use of alcohol. Here again day care staff will want to know about what is being taught or excluded in the school curriculum.

When health education touches on areas like sex and drugs, it is important that there be complete agreement between parents, the community, and the day care program. The day care program must be sensitive to the principles and practices of the community and families and the curriculum of the schools.

NUTRITION SERVICES

Feeding is the clearest way of caring for a child or youth. The way the child is fed will tell him about how much the day care program really cares about his needs and feelings. A child fed a skimpy, soggy sandwich and warm milk may get enough calories, but he will know without any doubt that the day care program just doesn't care. An adolescent who is given free access to cookies, sandwich stock, and the refrigerator will get the message that the day care program knows that he is on his way up and able to be on his own.

The types of nutritional services provided by day care depend on the child's physical needs, the hours of participation, other sources of nutrition (e.g. school lunch program), and the developmental phase of the children.

Nutrition services may include snacks, as well as full meals. The day care program may provide lunch boxes for children to take with them to school.

Special personnel may come into a program to prepare meals. Children and youths may be involved in preparing their own meals. Youths can certainly care for their own snacks.

A nutritional consultant can be useful in reviewing overall nutritional plans, pulling in new resources, teaching about food preparation, and reviewing the special dietary needs of children and staff.

Food has many strong ethnic, social, and cultural meanings. This is an area in which families, children, and youth have strong preferences. Clearly, a well-designed nutritional program will be carefully prepared to please the eaters' cultural and personal tastes.

CHAPTER THREE

PROGRAM SETTINGS FOR SCHOOL AGE CHILDREN

We have already talked about the changing developmental needs of children from early elementary school age through adolescence, and the important ways that day care programs can support development, (Chapter One). The components of programs have been described, (Chapter Two). This chapter discusses how components can be brought together in different ways and in different settings to satisfy the developmental needs of school age children. The advantages and issues in **group (center) programs, family programs,** and **in-home programs** will be reviewed.

GROUP (CENTER) PROGRAMS

Communities generally feel that constructive group activities for youth are of increasing importance. Parents, children and youth are usually eager for the rewarding activities that can be provided when youths come together. Yet, group programs are the least available day care programs.

Group programs must be carefully thought through because they can be very complicated. Planners must think about organization, administration, facilities, program content and activities. Mistakes are repeated over and over whenever communities attempt to meet the needs of older children.

A program can emphasize one kind of activity (e.g. sports or crafts), but cannot exclude other kinds of activities. Older children should not be confined to nursery school facilities, and merely extending the school day is not the same as providing day care. Finally, it is not likely that there will be a good program if its primary aim is to "keep the kids off the streets" or to "keep an eye on the kids in trouble."

The community and families can gain much more from youth programs than is usually expected from "storage-house" ideas of day care.

Organization and staff

The most important experience in day care is the child's relationships with peers and adults. Group programs offer the richest social possibilities. Program planning, facilities, and all the rest will have no meaning if the staff workers are not well selected, well trained, and happy in their work.

Staff will help small sub-groups form, and take direction, as needed, for group activities. Work with youth requires intuition, knowledge, practice, and an ability to get along with young people.

Outside consultants may help in staff training and supervision. Just as for children, the staff's new skills must be recognized, rewarded and put to use. The staff members should be allowed to find the areas that they find the most rewarding. In a group program, some staff members prefer to work more with small groups or with quiet activities, and other staff members may prefer more active, larger groups. The staff should be allowed to relate flexibly to children and youths. Everyone is familiar with the way a maintenance man or a secretary, for example, can become the trusted friends of youngsters. People should be encouraged to respond as human beings, and not to maintain fixed job description roles.

Youth workers. Young staff should be used to supplement older and more experienced workers. The youths make up for their lack of training by their enthusiasm and intuitive understanding of children. Many youths are available from Neighborhood Youth Corps, work study programs, Scouts, YWCA, YMCA, 4-H, and other organizations. In a group program, the younger children may choose some older boys and girls to be their leaders.

Grandparents. Many senior citizens are capable of and eager to work. They can provide very important relations for children, especially for children who do not have an extended family. "Foster grandfathers" can tell stories, teach crafts, and just sit and be available to listen to small talk. "Foster grandmothers" can cook, read to children, teach homemaking skills, and provide some mothering in a way that even elementary school age children can accept.

Volunteers. There are many things that volunteers can do for a day care program. They can help with construction and repair; they can teach courses or assist in crafts; they can lead field trips or invite children and youths to their places of work; and they can contribute money and supplies. Sometimes, a day care program can establish an ongoing relationship with a voluntary organization that can provide steady assistance in one form or another.

It takes skills and organization to make good use of volunteers. They can be helpful but they can also get in the way of the program. Not everyone can or should work with children or adolescents. The staff should not allow people to volunteer and just start working in the program without careful screening and supervision. Also, it should be remembered that the day care program is something like a home for the children and youths. Privacy should be respected. A group meeting can be disturbed by a well-meaning but intrusive adult.

If someone volunteers to work, the director of the program should clearly spell out the contract of what the volunteer is expected to do and for how long. This kind of frankness saves bad feelings later. For example, if a college student volunteers to work, the children and youths deserve to know that he will be leaving at a certain date and what can be expected of him or her.

If young people, grandparents, volunteers, and different types of staff members work together the children and youth can form a variety of different types of relationships. This is a special advantage of group programs.

Staff-children ratio

The number of staff members that a program has depends on the age of the children, the times they are in the program, and the nature of the activities. There are Federal, State, and local guidelines and regulations which govern or recommend the number, age and training of the staff. The day care director must comply with these regulations. In general, most youth specialists feel that one creative staff worker should not be responsible for more than about 15 school age children. This ratio should be adjusted to reflect differences in the children's needs, differences in program activities and facilities and differences in staff competency and training.

Local Federal government officials can consult with day care programs. Publications may also be helpful, such as the Federal Interagency Day Care Requirements, Child Welfare League Day Care Standards, and the guidelines of the National Association for the Education of Young Children.

Schedules

Most school age day care programs are after school programs from 3:00 p.m. to 6:00 p.m. A few programs offer before school hours from 6:00 a.m. to 9:00 a.m. Some centers provide breakfast, some have lunch programs, and a few provide suppers. By and large, all programs provide snacks. There is a growing need for day care services for nights, weekends and holidays. As this nation moves toward more women at work, there will have to be adequate day care for children at all times and every day.

Summer programs require different and more staff. Night programs require sleeping facilities.

Parent involvement

When the mother is the head of the household, it is difficult for her to be involved in day care activities. But mothers will come to policy planning groups and discussions when they are welcome, made to feel important, and when it is evident they are needed. The day care program may have to provide transportation or someone to walk the mothers back home. The mothers may need to bring children to meetings. Experience has shown that many parents will participate if they know that they have a meaningful voice.

The policy board should include parents and young people. Other members of the board should come from other agencies, schools, and the local community. The more representative the board is, the more likely the whole community will support the day care program. A community will have to decide if the board will advise or actually make policy. At the least, the parents should have a strong voice in evaluation and overall program direction.

Long-term relations

A family and child may have a very long-term relation with a group program. Unlike the school, the child may stay with one or several day care workers for several years and see them in a variety of activities. Children and youths form attachments to adults, and adults form attachments to certain children and youths. It is important that every child have someone who is special for him. If he chooses this adult on his own, this may be just fine. If he does not, then the day care director should work out a relationship. The child should know that this special adult will be particularly concerned about him and will want to know what he is up to and what he needs.

For the fatherless boy or girl, adult men are very important, and, similarly, for the motherless boy or girl, adult women are important.

Day care for school age children can be the one place where children and youths are involved with men and women in mutually meaningful activities.

PROGRAM CONTENT

Many activities are routine, but can be worthwhile for children and youths. Other activities are creative and novel, and keep a program moving ahead.

Attendance

Parents' schedules determine when children arrive and leave. The program is responsible for knowing when children should arrive and leave, and should keep track of them when they do not follow the schedule. An adult must be in charge, but young elementary school age children can be thrilled by being made attendance-helpers.

Children in day care count on each other and worry when someone is not there. A worker shows his concern for all the children when he wonders why a child is late or explains the reasons for a child's absence.

Many children come from homes in which the adults may not have the opportunity to have regular schedules. In such homes, people may come and go and mealtimes may be when someone wants to take something to eat. If a child has been a "latch key" child, he is used to drifting about with nobody taking notice and nobody to care. The whole process of taking attendance and talking about a day's schedule can be educational and developmentally supportive. It can teach children how to organize their activities and to have a sense of the importance of the value of each person and their time.

Feeding

Hungry children must be fed. The day care program should try to find out from parents what kind of meal they are able to provide. If it is clear that the child is in need of more meals, the day care program should get the parents' permission to supplement home meals.

A young child should be helped to become aware of his appetite. Children who are used to being hungry may just grab food and stuff themselves. It takes time for them to learn that there will be more food in the day care program the next day. What about hungry siblings? A child in day care may feel guilty if he gets good food while his brothers and sisters are hungry. During the intake process, the day care program should get to know this kind of information and help the family learn about food stamps and other resources that are available to them. Sometimes a child may try to sneak some food in his pockets to eat later or to give to a sibling. The day care staff must be sensitive to the child's needs and discuss it with his parents in a way that will not hurt their pride.

The day care program has a responsibility to see that no child is hungry at night and that no child feels guilty for eating.

There is a danger that meals in group day care can become like those in an army mess hall. It takes work to prevent this. For the younger children, especially, meals can be an important learning opportunity. They should help set the table, serve food and clean up. Adolescents can usually be expected to do some of this, but they may feel that they are being pushed if too much cooking and mealtime work is expected. Day care programs can have a sense of community where everyone participates in accordance with his needs, interests and abilities. Meals should fit in with this concept.

After school activities

Strenuous, run and jumping games should be encouraged after a whole day of sitting and being good. Then, there is time for other kinds of group and individual activities. A variety of activities will be described as examples. Activities should be fun in themselves but should also have a general, developmental purpose if possible. For many children, the day care program can provide them with the most comfortable setting to read and do homework, but the day care should not be just a homework study-period with snacks.

Sports. Girls may want to play baseball, basketball, swim, and run as much as boys. Without doubt, sports are the central, shared, structured activity of school age children out of school. The day care program can help the youngsters join leagues or play in choose-up games. Youths can be introduced to and learn new sports, such as ice skating and tennis, which are not as available in the inner-city or for poor children as football and baseball. Coaches from local schools can help the youths perfect athletic skills. Adolescents may be especially interested in karate and yoga.

Sports should not be isolated from the rest of the program. In day care, children and youths can learn to talk about how it feels to win and lose, how they felt when another child played dirty, or how they felt when they fouled another youth on purpose. Sports can provide situations when the youths can talk about race relations, concepts of fairness, pride and anger. Children will also have to compromise. If the group is split between baseball and touch-football, some youngsters will have to give in if they want to choose-up and get on with the game.

Arts and crafts. Children can be encouraged to be creative and have fun in a lively way through art activities. The neatness of the product does not matter. What counts is the meaning of the work to the child. Youths can be encouraged to find their own materials and develop their own projects. Often adolescents will become deeply involved in writing and drawing. But they do not like to share their work because they realize how close it is to their private feelings. This privacy should be respected, of course. Yet the adolescents might be encouraged to work together on community activities, like painting a mural of great events in black history, or one that shows the beautiful geography that a child knew in Puerto Rico.

Adolescents may like to decorate a room in the center with brightly colored super-graphics and posters. Staff members should encourage this type of creativity but, at the same time, help the youngsters be realistic about what they really can achieve. It is sad when adolescents start a project, give it up, and are made to feel bad. The mature staff can help plan a doable project and then deal with disappointments.

As in many areas, day care can give children opportunities to do things more intensely and on a bigger scale. There is no reason why elementary school age children cannot paint for hours. They do not have to stop at the end of a period, like in school. Day care paintings can be big. Large sheets of paper can provide big surfaces for master works.

You usually cannot learn much from a child or adolescent by asking questions. What they say in paintings, poetry, drawing and jokes tells you about how they are experiencing life and their feelings about it.

Careers

Children should be shown a variety of people at work. The workers should not only be people who do things with their hands, but also people who do things with their head. But whatever the work, find people who are proud of what they do and like it. The day care program should not assume that the children and youths will become laborers and clerks. Children may wonder what men in white shirts do all day behind their desks. One never knows what an eight year old child's potential may be, if given the right care and attention. There may be a child in your program who would become another Bach—if he only had a chance to sit at a piano.

Children should be allowed to use their skills in important ways. The halting reading of a young elementary school age child may sound just fine to preschoolers in a neighboring day care program. Ten-year-olds can be fine gardeners and office filers. From pre-adolescence, youths are able to work as junior teachers, junior counselors, tutors, coaches, summer camp helpers, and the like.

By adolescence, many youngsters want to get a job to earn money. Employment opportunities are usually limited for children under age 16. Opportunities may be unevenly distributed in a community. The day care program may take the lead in working with youth agencies, schools and other community programs in creating jobs for youths in such places as preschool programs, playgrounds and offices.

Adolescents can learn about work, children and future careers at the same time. But young people who work, feel that they should get paid right away. In the beginning, this makes sense. It takes time for youths to learn how to wait until payday; if they have to wait too long, they may have lost interest in the work. As in other areas, planning a work program requires an understanding of the developmental meaning of work to each child.

Talk groups

With skilled and patient leadership, youths can make great use of discussion and sharing groups. Children who are very quiet in school may be very talkative when they are allowed to speak in their own way about what is on their mind. Small groups should be organized by developmental phase, with a narrow age range, and with appreciation for differences in language skills, personality, and interests in each group. Pre-adolescents and adolescents may be frightened about talking in a group where there are boys and girls together.

Group meetings should not be run like sensitivity training or psychological encounter groups. These are special kinds of meetings and require special staff training. Of course, children should be allowed to express what they feel about different things. At least in the beginning, the group work will probably focus on decisions about activities and about day care. Adolescents will move the discussion to personal issues after a while. They need a skilled group worker to help them make use of these discussions.

Parents should know about the group discussions and about the general topics. They might suggest topics that they feel the youths should learn about, such as drugs, pregnancy and welfare.

Community resources

A group program can acquire equipment and materials. Space can be bigger and more flexible than in a home. Yet, day care for school age children will usually not be limited to one building. Children need to learn how to use different community resources.

Individual children and groups can go to the community centers, YMCA, YWCA, boys' or girls' clubs, community swimming pool, settlement house and sports fields. Parents may give the program a blanket agreement for field trips, but trips that are longer than usual or that the child will take on his own should be cleared with parents.

The staff of the day care program cannot know or do everything that the children and youth are interested in. They should be experts in knowing what's going on in the community and helping their participants make use of available programs. The day care staff is responsible for knowing a child's activities when he is away from the center. As a supplement to parents, the day care staff will want to hear about activities from the child and may also check with the counselors, coaches or teachers that the youth is working with elsewhere.

Informality

A child should have the freedom to choose what to do, even if he chooses to do nothing. The role of the staff is not to force the child, but to help him make sensible choices. With enough staff and with staff and volunteers that have skills and sensitivity, no child will choose to do nothing for too long a time. A child who cannot get involved is in need of special help.

Thoughtful planning by the staff will almost assure that a child will succeed in what he chooses to do. When he does, he should be rewarded. For many activities, the reward is the pleasure in the activity itself.

The child's freedom to choose places a responsibility on the child. Adolescents, of course, will sometimes find something to argue about even with this. The sense of freedom and respect for a youth's choice will keep day care from being another computer processed curriculum which arouses so much resistance. A youth may not be used to an adult asking, "What do you want to get done, and how do you see my role in helping you?" This type of communication can be given in different ways. The message is clear. The youth must do some thinking for himself. Most youth appreciate this freedom within clear limits. Children will try to be like adults who show them this kind of respect and who are secure enough in what they know that they can listen to the opinions of others.

Summer programs

School age day care changes dramatically during the summer when it functions for entire days. Summer vacation time from school is one-sixth of the year, but forms about 30 percent to 40 percent of total annual program hours. In the winter, many parents use the public school like a day care program and then may have no alternative but to let the children manage on their own for an hour or two after school. During the summer, parents want their children to be cared for during the whole day. The demands for day care increase tremendously.

This change in schedule and demand is so dramatic that this period is usually renamed **day camp.** It is traditionally handled as recreation, with sports, crafts, and camping, and often has strong cultural overtones. Day camp means intensive programing for eight to twelve weeks. It should offer the chance for young people to be in the out-of-doors, and help manage the camp commununity.

A child from the school-year program may feel angry with the day campers who now get some of the attention. These children may act grumpy and hurt, and their feelings should be appreciated and respected. As the program intensity changes, the child still has a need for one-to-one discussions with an adult and may still want to be given periods of quiet and privacy.

Some day camps can provide brief overnight camping. Occasionally, a day camp can contract with another agency such as a YMCA or Scouts to have children rotate through a resident camping program. Camp scholarships are usually filled up many months before the summer. The time to think about these arrangements is March or April, at the latest.

Physical facilities

School age programs may be centered in one building or may make use of several. The type of facilities depends on the program goals and, in turn, shapes what kinds of programs are possible.

Day care planners should see what facilities already exist in the community and what facilities can be converted. The planners must be familiar with zoning, health, fire insurance and licensing regulations established by Federal, State and local guidelines and codes. Government agencies can often provide consultation. In any case, finding satisfactory facilities and doing renovation is usually a tedious, difficult process.

The planners should determine what funding is available from welfare, government agencies, local charities, and other organizations. The people in charge of renovation will have to be familiar with contracts negotiated with private and government agencies.

In looking for facilities, day care groups may consider some of the following:

Buildings which serve children and youth. Some agencies may have space that can be rented or given for day care. Examples include schools, recreation centers, settlement houses, community centers, churches, boys' clubs, girls' clubs, and other services and religious organizations. The use of schools will be discussed in more detail later.

Commercial and private buildings. Facilities may be available for rent, loan or sale. They may require renovation. Examples include stores, factories, supermarkets, private homes, apartment buildings or floors in an apartment building, garages, warehouses, and abandoned railroad stations.

Mobile structures. Where construction is expensive or not feasible, the day care program may be able to use prefabs, portable schoolrooms, trailers, quonset huts, buses, vans or railroad cars. These facilities may be very useful to follow a mobile population, such as migrant workers, or where a community is changing, as in Model Cities areas, neighborhoods with urban renewal, and growing industrial areas.

Outdoor areas. Parks, playgrounds, vacant lots, rooftops, and empty lots can be used as the home base or as one site in a day care program. The day care planners should determine what gyms, pools, and other facilities can be used by the program.

Minimal facilities

School age day care programs do not need elaborate, specialized buildings, although there is no disadvantage to this kind of luxury. But there are a few minimal requirements.

Home base. The children and staff need a headquarters where the child or youth can report daily and where the staff can be accountable to his family for him. A day care program may have several home bases close to the children's homes, school, transportation and community resources used by the youths and their friends.

Space for activities. Children need an area where they can pursue a broad range of activities. This is especially important for those children and youth who live in crowded homes where there is little possibility for privacy or for spreading out a project.

Services. There must be space for the children and staff to rest, wash, eat, go to the toilet, store personal things with safety, and keep equipment. A small office is needed for conferences with parents, and an examining room is useful for physical exams or temporary care of a sick child.

Family areas. To encourage parents and other adults to visit and use the day care facilities, it is helpful to have some space set aside for adult comfort and convenience.

Administration. The director and his secretarial helpers will need some space for record-keeping, accounting, and secretarial-clerical activities. The staff will need a meeting room for in-service training and group discussions.

Supportive services. Maintenance, transportation, food, and health services staff may need storage space, in addition to their usual working areas.

Outdoor areas. Day care for school age children will focus a great deal of programing on outdoor activities. Facilities for these must be chosen and protected wisely.

School buildings

In the crowded inner-city, the public school is often the only safe building which is available and suitable for children. **There are many advantages to using the school as the facility for day care.** Children require less transportation, since they are going to the school anyway. Schools are generally equipped with food facilities, offices for social service and health, and administrative equipment and supplies. The school usually has a gym, activity rooms, and, perhaps even a swimming pool. Schools already meet licensing requirements. Teachers, coaches and other school workers may want to work in day care too.

School buildings are underused. They are open only for restricted hours during the day and never on weekends. They are public buildings, and yet people often do not feel involved with school programs and plans. By bringing day care into the school, the community can become involved in all of the functions of the school and feel more pride in it.

There are disadvantages to schools. Children and youth may have had feelings about the school and see it as an unfriendly place where they are held. The building may be grey and have an institutional feeling. Children and youth might feel uneasy in the same corridors and rooms where they often feel graded and criticized. Maintenance men may be unhappy with the extra work. Teachers may be upset with other people using their schoolrooms and other facilities when they are not there. There may be problems in determining expenses that should be charged to the day care program and expenses that should be charged to the Board of Education.

Many educators feel that the whole system of education needs to be renewed, especially for poor and minority children and for those who live in the inner-city. They are looking for ways to make education more relevant, and to change the whole tone of schooling which places children in a rut that begins with kindergarten and ends with high school dropout. **For these educators, day care provides a way of bringing family life, ethnic values, community participation, and meaningful experiences into harmony with formal schooling.** There are, of course, resistances to any changes in this direction. Where day care programs and formal schooling have been successfully integrated, both the school and day care program (and thus, the children and youth) have benefited.

School-based day care may be at risk of becoming just an extension of the school day. The planners of the day care program must keep their own goals in mind. In the future, all schools may follow the lead of the more advanced schools and provide children with the kinds of human experiences and services which developmental day care aims at. Until then, it may often be necessary to have the day care program in some way separate and clearly defined.

FAMILY PROGRAMS

Traditionally, a child goes home after school. But home can be lonely if there is no parent or trusted adult waiting. Family programs provide a substitute for the absent parent. **Family day care** is a program for day care provided in the home of another family. When a family home has more than about six children in day care, it is usually called a **group day care home.** Group day care often involves a special physical addition to a family home and the employment of another day care worker or aide. When we talk about family day care, what we say is generally the same for group day care homes.

Family day care homes have usually been informally organized and operated in isolation from community resources or agencies. Family day care has often been babysitting for elementary school age children. It has rarely functioned meaningfully for adolescents. This is not necessary. **Family day care has been shown to be ideal for infants and preschool children. It can be creative, comfortable, flexible and developmentally important for school age children as well.**

A family day care program must satisfy the same requirements as a group day care program. The family must trust in the capabilities of the adult caregiver, and the caregiver must accept responsibility for the child. The family, youth and day care worker must work out a contract that is acceptable to them all. Today, family day care homes are often connected with agencies and center-based day care programs. In this way, family day care is not isolated from the other services, such as social services, psychological services, and health services, and children in family day care can receive the benefits of comprehensive planning.

Advantages of family day care

Family day care has many advantages center-based programs.

1. Children and youth of all ages can be taken into day care. Brothers and sisters can stay together.
2. Time schedules can meet the special needs of the children and families before and after school, during lunch hour, and at night.
3. Longer attendance during holidays and on weekends can be arranged.
4. Transportation is usually simple. Children and youth can usually just walk to the program.
5. The child's family can have friendly relations with the caregiver.
6. Neighbors frequently share common backgrounds, interests and values. They may also share the same views about discipline.
7. Facilities are easily available. A family's home can usually meet, or be improved to meet, licensing requirements.
8. The size of the group is small, so that children can feel close to each other and to the caregiver.
9. The family day care group can be organized like a club. This is especially valuable for late elementary school age children who are eager to belong to groups with rules and to have the chance to run their club.
10. Cultural identity and life styles can be strengthened.

Children are very comfortable at home. Home is a place where they feel secure and protected. What could be better for a child than to be in a nice home with friends after school? Because of the small size of the group, a child's special needs can be more easily identified and met. Children with handicaps can be integrated without much difficulty.

Children with minor colds can be easily handled in a family day care program where a bedroom may be easily arranged for the child. Similarly, the family day care program can probably adjust quite quickly to a family emergency which requires that the child spend more time in the day care home.

A home allows for its own kind of varied activities. Children can work together as a group, but can also find peace and quiet. There is space and protection for hobbies and models. Children can visit with their neighborhood friends or invite friends to the day care home.

In the home, children can see and learn about real life responsibilities. They can see how the caregiver takes care of her own infant. They can watch her prepare meals or clean the table and kitchen. Under her guidance, even the youngest children can assume responsibility for chores such as feeding pets, watering plants, cleaning up, running errands, taking a younger child out, or organizing an activity.

Disadvantages of family day care

There are disadvantages to family day care for school age children. Since these programs are usually directed by a mother, the boys may find themselves on their own when it comes to sports and vigorous activities. They may then be like the other children in the neighborhood without day care and find their own activities. There is usually just one adult in the program, and she just cannot do everything for everyone at one time. The family day care mother may become involved in taking care of her own child, cleaning her house, or talking on the telephone. It is very hard to monitor or supervise day care homes. Children may be inhibited by the caregiver from engaging in activities that leave a mess, especially since there is no maintenance staff to do the cleaning.

Some of these problems can be reduced by the addition of aides, by help from consultants who visit from an agency or center, and by adequate training and coordination with other programs (such as sports programs) for some of the children.

Integration of day care into the community

Family day care homes are often directed by a mother who often has her own children still living with her. Directing a program can be ideal employment for the young mother who has a baby of her own and several children in school. It is often possible and desirable to have other neighbors drop by the family day care home for certain periods to help out, or to have grandparents take charge of the program. In this way, children and youths are exposed to men and women of different ages in the most natural setting to learn about people. Adolescent boys and girls can work in day care homes as aides.

Parents and family day care

Parents may be uncomfortable visiting a large group center. They may feel just the opposite way about family day care homes, where they know the caregiver is happy with adult company and has a cup of coffee ready. Caregiver and parents can easily share information, plan together, and evaluate the program's impact on the child and family.

There may be difficult times between parents and caregivers when there is so much closeness in a program. Parents may criticize a caregiver's style of disciplining or feel jealous that the child likes the caregiver so much. The caregiver may be critical of the parent and blame the parent for the child's behavior difficulties. **There can be no question that the ultimate responsibility for the child is with the parent.** If a problem arises, the adults should be able to come to an agreement. Sometimes this may call for the help of a social service worker or consultant from the sponsoring agency.

Implementing the program

Programs can be based on a **family model** in which children of all ages are mixed together or on an **age-group model** in which children of only one age group (e.g. 6 to 8 year olds) are in the program. In deciding on a model, the day care program must consider the needs and desires of the families and the availability of community resources.

Family model. This strengthens family ties, because brothers and sisters can be together who otherwise have very little time to spend together. It is convenient for parents to have all the children in one place. There may be economic advantages to the parent to have more than one child enrolled in the same program.

Age-group model. School age children place great importance on peer groups. They learn about their own personal values and about their capabilities by working and playing with friends. Children during middle childhood form gangs and clubs on their own. Day care can fit into these developmental patterns. However, there can be difficulties with age-group day care homes. For certain age groups, the day care worker may find working with more than a few children too much to handle. She may find that "bad behavior" is contagious and that the group bands together in a common goal of getting her angry. Also, a child may be excluded from the group or made the scapegoat.

It requires intuition, skill, knowledge of children, groups and programs, and usually some outside consultation to successfully run an age-group day care home. The best worker for such a program is probably someone who is of the same sex as the children and youth. Where the groups have both sexes, the situation requires a very skilled worker.

Program content and staff

When the day care home is part of a larger network or system, the caregiver has a source of information about program possibilities. The agency or center-based day care program can tell her about community resources, activities, programs and special events. The caregiver will also know many things about the neighborhood, for example, when the bookmobile visits, when the library is open, and what skills can be taught by the retired men and women on the block.

Children in family day care need exactly the same types of activities as children in group day care or children who are not in day care at all. The activities are based on a child's developmental needs, and not on the fact he is in a program. Early elementary school age children need a program that is relatively well thought through by the caregiver and agency. The caregiver can expect the agency or day care network to provide materials and suggestions. As children grow older, they do not need, and in fact would resent, anyone making detailed plans. Youths should be helped to learn about what activities are available, get to the activities, and organize their own programs in a reasonable, manageable, balanced way. The caregiver remains responsible to the parents, and she must know how the youth is spending his time and what he is involved in.

Confidentiality. The caregiver cannot do a good job unless she knows about the child or youth and any special problems he and his family may face. But the caregiver must treat this information in confidence. If she does not, she may find that parent and youth involvement is difficult to maintain.

Special services. The family and child or youth involved in family day care should receive all of the special health, educational, nutritional, psychological, and other services provided children in center-based day care. Routine medical and dental care can be provided in regular visits to a medical clinic or day care center. A nutritional consultant can visit the day care home. The day care mother can join a center group that learns about psychological problems of childhood. All of these special services will require careful planning.

Even with a good deal of planning, a child in a family day care program may not get all of the special educational and social benefits of a group day care program. On the other hand, he receives the special benefits of flexibility, being cared for in a small group, staying in his own neighborhood, working with someone he can easily relate to, having a comfortable home to stay in, and so on. Nothing is perfect.

Staff. Family day care can give employment to mothers, grandparents, and other people who prefer to work at home. Adolescents can earn extra money. The family day care worker must be trained just as much as the center worker. With advances in television communications and other communication systems, this kind of training may take place in the day care home itself. At the present, training is a difficult problem. The day care home may be visited by specialists in child development and other kinds of consultants. The caregiver should learn general ideas by discussing particular children that she cares for. Also the caregiver should have the opportunity of going to a center for courses and discussions, of going to a local junior or four-year college, and of having individual supervision with a competent person. **Family day care workers should not be treated like second-class citizens, with all of the attention going to center workers.** Since the great majority of children in day care are cared for in home-based day care, agencies and day care specialists will have to learn how to provide these caregivers with the necessary skills to do a good job.

When a family day care worker goes to a meeting or discussion group away from her home, the agency or network should provide a substitute caregiver or aide. If the day care worker is required to go to discussions or meetings at night, she should be financially reimbursed for her extra hours of work.

Parent involvement. Parents will easily become involved with family day care programs. The caregiver, however, may need some help in learning how to act professionally with the information that she learns from parents.

Organization

Family day care homes are convenient, easy to reach, and very personal. However, they can suffer from being isolated from other community resources, poorly staffed, without adequate programs, and housed in a limited facility.

Day care planners must devise a system to make family day care services available without their usual disadvantages. Agencies that run center day care programs can often administer family day care as well. This is probably the simplest and best solution.

The day care system or agency can recruit family day care homes; study and license homes according to specifications; train day care workers; purchase and distribute equipment; give consultation to caregivers and parents; and help the parents, children, and caregiver work out a mutually acceptable contract. The day care system or agency will also take care of funding. The caregiver must have a way of learning about community resources and may need help in getting the day care children and youth to these resources. The day care system or agency will help in these practical and important matters.

The sponsoring agency is responsible to the parents to monitor the quality of the day care home. The parents should have a formal way of telling the agency or network what they think of the program.

IN-HOME PROGRAMS

In-home day care is day care in a child's own home which is directed by a person who is not a parent or stepparent. A family member or stranger approved by the parents and agency can serve as the caregiver. In-home day care is often informally arranged. It is probably the most popular type of day care for school age children from middle and upper socioeconomic class families, and is about as popular as family day care for less financially well-off families.

Advantages of in-home day care

There are many good reasons for a family to want a child to come to his own home after school. It is convenient and flexible. All the children can be together. Transportation is not a problem. The children have their own possessions, can play with their neighborhood friends, and can help themselves to the familiar things about the house. The arrangements can be inexpensive especially for a big family. The in-home caregiver may also perform household tasks, so that the working parents are freed of this extra work and can spend more time in relaxation and being with the children.

Disadvantages

Usually, in-home day care is babysitting. Often, it is provided by an untrained person, or a cleaning lady who also likes to take care of children, or by teenagers. For financially advantaged families, the situation can be quite different. For generations, they have hired specially trained day care workers to provide in-home day care programs for their children.

Agency responsibility

When an agency becomes involved with in-home day care, the agency has a responsibility to monitor the quality of the care the children are receiving. The agency should develop a way to help parents find reliable workers who would provide the kinds of services the family is looking for (like cooking and cleaning). The agency might screen candidates, work out the contract that specifies what kind of work the child caregiver will perform, and evaluate the quality of care. In addition, the agency or day care network should visit the home and determine if it is safe for children. If not, the agency can help renovate.

Agencies can be even more active than this. They can provide substitute workers for emergencies; help parents deal with problems when they arise; and integrate the children into activities and programs that are being run in day care centers. The sponsoring agency can provide sports equipment, books, games, craft materials and other program supplies.

In-home day care poses more problems than any other type of day care in relation to monitoring, providing developmental experiences, and involving parents and youths in community activities. There is a real challenge to groups concerned about children to help make in-home day care function as well as it can.

Many children cared for in in-home day care will have to be reached by more active youth programs for the entire community. The general area of child and youth development programs is related to day care, but is beyond the scope of this discussion.

CHAPTER FOUR

PROGRAM EXAMPLES

This chapter is planned to help readers select program techniques and materials for use in their own school age programs by providing descriptions of ongoing programs. Most of these programs are located in facilities which also serve other age groups. Programs focus on activities during out-of-school hours, except during summer when several run on a full-day basis with activities planned for the entire day.

The programs have written the description themselves, and generally have no other written materials available. Program directors have indicated resource materials which they found useful in organizing their school age programs (included in the Appendix). The Appendix contains a list of organizations, books, articles and publications useful as reference and resource materials on day care for school age children.

Programs described in this chapter reflect the current situation. Hopefully, with increasing interest in school age day care, additional programs and materials will be developed. This Handbook will be up dated to include new material.

DAY CARE SERVICES FOR CHILDREN, INC. CHILDREN'S DAY CARE CENTER VOLUNTEERS OF AMERICA

Edythe Newbauer, Director
3030 W. Highland Boulevard
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Program

The Children's Day Care Center, a member of Day Care Services for Children, Inc., provides group care for children, ages three to nine, who cannot remain in their own homes during the day because of financial, social, emotional or health problems. By providing care to these children, many families are helped to remain together as a family unit, to remain or become self-supporting, and to work out solutions to family problems.

Six- to nine-year-old children of all races and creeds, living in Milwaukee and the surrounding counties, are enrolled in the program, depending on the evaluation of the child's needs and the family situation. Between thirty-six and forty children are currently enrolled. The center operates five days a week (Monday through Friday) from 6:30 a.m. to 6:00 p.m. The school age children arrive at the center between 6:30 and 8:30 a.m. and leave between 3:30 and 6:00 p.m., depending on the parents' work or school schedule.

The school age program is housed on the second floor of the center. There are four separate, adjoining rooms, in addition to bathrooms and locker rooms. The large outside play area is mostly asphalted for wheel toys and other activities. More space for games such as football, baseball, etc., is desirable.

From 6:30 a.m. to 8:00 a.m., the six- to nine-year-olds who arrive early use two rooms on the first floor, until there are enough staff members on duty to take them to their own area.

Children are transported between schools and the center. Children receive elementary education at a public school and are bussed to and from school. There are advantages and disadvantages to this schedule. The children can have classroom experience with others not attending the center. However, the tight schedule requires some regimentation.

The program provides care in the morning before school, at noontime (when a nutritious meal is served), and after school hours. There is a full-time program during vacations. The program aims at providing guidance in developing character, personality and potential abilities, **to supplement** the direction children would ordinarily receive at home. We help the children in the following areas:

1. develop self-responsibility
2. develop sympathy
3. channel emotions
4. acquire skills
5. release creative potentials
6. learn honesty and fair play
7. learn to live in harmony with others
8. learn good health habits

The program integrates education, social work, and medicine.

Teachers with special training in early childhood education are responsible for the daily care of the children. Day care programing is extremely flexible but provides periods of quiet and active supervised play, use of creative media, and routines such as toileting, mealtime and nap periods. Emphasis is placed on acceptance of the individual child and meeting his needs.

Social workers process applications for care, which include an evaluation of individual and family problems and an assessment of the center's ability to assist. Counseling with parents and teachers is a major responsibility of the social worker. She and the parent determines the fee.

A registered nurse with public health experience works part-time. She checks each child in the morning to detect those with contagious illness and to be certain that a child is up to activities. She works with the staff **pediatrician** on pre-entrance physical exams, periodic checks, immunizations and records as required by the Day Care Services for Children, Inc. health program.

The careful record keeping by teachers, social workers and the medical team allows for effective programing and family help. The social workers know about community resources and make and receive referrals to other agencies, clinics, and so on.

During the school year the program is staffed by a teacher, an assistant teacher and a part-time teacher aide. The teacher aide assists with the group after public school hours. Volunteers increase the staff size in the summer and other recess periods. When appropriate, staff in the preschool program are used to enhance this program. Many of the center children come from broken homes. A man sensitive to the needs of the children and prepared to work with them is a valuable addition to the staff.

A goal for the future is the employment of more personnel to more adequately implement the objectives of the program. Personnel with competence in group work and recreation would be desirable.

Because over 90 percent of the parents are employed full-time or in training programs, they are not involved in programing for the children. Parents are responsible for getting the children to the center and calling for them at the appropriate time. Parents are involved in casework counseling and planning, as well as in meeting the obligations regarding fees. Parent-teacher conferences are arranged upon need. Parents are strongly urged to be active in the public school PTA and to attend teacher conferences when scheduled.

There is an organization of the parents which elects its own officers and representatives —one to the center board and two to the policy-making board of Day Care Service for Children, Inc. Program planning for the bi-monthly parent meetings is done by the parents with center staff assistance.

Curriculum

Our curriculum is based on the idea that the program for the school age child should not be merely a continuation of school activities. Because the school child has spent a day in class, there should be a minimum of this type of programing during the school year. The children need large play areas for active play and games, and other areas where one child or small groups can be away from general activity.

This program is planned to enable the child to explore, experiment and discover. Except for necessary routine periods and activities (necessitated by bus scheduling and center requirements), children are usually free to choose their area of interest. This is sometimes hampered by too few personnel to offer help in many areas at one time. Solving this is a goal for the future.

Rooms are arranged to allow active play to be separated from quiet games, crafts, or reading. Another area is reserved for children who wish to be away from group activity. When there are too many children on the outside play area, activity can be inhibited. Usually this is resolved through careful planning for "on the premises" and "off the premises" activities. During the summer there are field trips and opportunities to use other community resources, such as YMCA, YWCA, Milwaukee Boys Club, and neighborhood centers.

The program for the school age group covers several areas.

Creative Expression:

Art: drawing, painting, modeling clay, woodwork, crafts
Music: songs, rhythm games, music appreciation, records, folk music
Dramatic play: housekeeping area, play acting, reading poems and stories, dancing

Intellectual Development:

Science experiments
Field trips
Games of skill and concentration
Puzzles
Use of workbench

Physical Development:

Bicycling
Exercise mats, bars and hand grips
Ball games
Competitive sports, races, jumps, hurdles
Hikes
Boxing
Dancing

Social Development:

Opportunity to learn own rights and to respect the rights of others through living in group situations with peers
Opportunity to relate to those in authority
Developing responsibility for self and to the group appropriate to age

A summer program involving diversified activities was a highlight of center programing during a recent summer. Older children suggested a "Summer Festival" based on a community festival. The staff was receptive to the children's ideas and offered guidelines, direction and help.

A group of the children, with a bit of editing by the staff, wrote lines for acting out the stories of "Ferdinand the Bull" and "The Owl and the Pussy Cat." They made their own costumes and props. They rehearsed their lines diligently. Another group learned folk dances and folk songs and made costumes. Still another part of the school group developed a competitive sports program on the olympic theme and kept their own records.

Finally, at the end of the summer vacation period, everything was pulled together for production for the entire center and many parents. The children decorated the playground. The "Summer Festival" was produced with great pride.

DAY NURSERY ASSOCIATION OF CLEVELAND

Eleanor M. Hosley
Executive Director
2084 Cornell Road
Cleveland, Ohio 44106

Program

The purpose of our school age program is to provide daytime care outside of school hours for children who need it. The need usually arises because there is no adult at home able to offer guidance to the child during these hours. Usually, the mother works or is in training. Some families have no mother and the father is in full-time employment. In other situations, the available parent must sleep or take care of a sick family member. Our goals are to protect the child's health and welfare and to enhance his opportunities for developing his physical, emotional, social and intellectual capacities.

The association has eight centers, all of which care for children through kindergarten; six of these care for children up to 8-years-old and two of them accept children until 10 or 11. We also have 26 family day care homes where children may remain to junior high school age. Three of our centers are funded by OEO, as are all of our homes. Hence, the children cared for come from poverty level homes. In our other centers most of the families are above the poverty level and a few are middle-income. Changing housing patterns and social customs have changed the types of people served. At present, approximately 85 percent of our children are black; in one center in a lower-middle income section children are from middle-European backgrounds, and there is rarely a non-white child.

Facilities

We own three out of our eight facilities, all of which were built for the purpose from 12 to 45 years ago. Three are located in Metropolitan Housing Estates in wings built for nursery schools or day care centers. In one, however, we have extended into parts of the building originally intended for other purposes. We have one small center in a remodeled store front and one in a settlement house. All have adjacent playgrounds varying from small, hard-surfaced areas to large playgrounds with cement, gravel and grass areas.

Schedule

Our centers are open from 7:30 a.m. to 5:30 p.m. five days a week. Children may come before school or at noon. A few come for lunch only. The centers are open on some school holidays and vacations. In the summer they close for four weeks, but the children may attend our camp for between two to four weeks. Day care homes maintain a more flexible schedule to meet the needs of mothers in training programs. Sometimes they receive youngsters as early as 6:30 a.m. or provide care as late as 6:30 p.m.

Special features

Probably the most unusual feature in our program is the availability of psychiatric consultation from child therapists who are on our staff and work at our therapeutic and demonstration school. Most of our parent counselors and teachers also have the chance to participate in courses that are devoted to understanding children, why they behave as they do, and how they learn.

Philosophy

Our accent is strongly on the individual child. When children are regimented in classrooms five hours a day, we believe they have need for individual choice, to let off steam, and to get off by themselves. The process of true socialization involves freedom of choice in friendships, as well as learning respect of others with whom one must associate.

Parent involvement

All of our parents are involved with the centers, although the needs of the individual child and the parent determine the extent of involvement. Some parents both bring and pick up their child daily and of these, there are those who regularly pause for informal chats with the staff. Some prefer to keep contacts at a minimum. All parents are expected to have a formal conference at least every other month. Parents are free to visit or come for a meal. Occasionally a parent may accompany a group on a trip, but most parents have little time to volunteer. The average parent who has children in day care is heavily burdened with practical obligations. But most are able to attend the three or four yearly parties or discussion groups. Most centers provide an opportunity for the parents and their children's public school teachers to meet at a tea once a year, and each center has a Christmas party. There is a meeting in preparation for camp and parents are encouraged to visit the children at camp.

Most centers have one or two parents' meetings to discuss matters of particular concern. For example, when there is a death in a family we have had meetings to talk about how to discuss death with children. Parents often want to learn about what to tell children about sex and drugs.

Each of our day nursery association centers has an advisory committee. The membership is composed of neighborhood residents, interested suburbanites and parents.

All parents in the OEO homes and centers' programs are members of a group in their particular neighborhood (for the home programs) or center. Each of these groups has representation on the Delegate Agency Parent Advisory Committee. This advisory committee takes an active role in setting policy and developing the yearly narrative proposal and budget for refunding.

Curriculum

There is a great deal of stress on individualization in our program. All centers are equipped with basic creative materials (for example, blocks of different sizes, including a set with which the children can construct buildings large enough to play in), paper, crayons, paint, clay and usually a carpentry bench. Where possible, a large outside sandbox is available. There are always a variety of puzzles, games and books, and the usual large and small wheel toys, roller skates, slides, swings, and climbing apparatus. There are dolls, housekeeping furniture, dress-up clothing, a piano, other musical instruments, and a record player. The actual content of a particular program depends on the worker and the children.

In general, the material is available on open shelves or in accessible storage space where the children can go and select what they want. On any particular day one might walk into one center where we have 15 children from six to ten years of age and find three girls dressed up and playing in the housekeeping corner, two boys playing checkers, four boys building a fort, three children working on a joint project for the bulletin board, and the others working at a school-related activity needing some adult assistance. On another day there might be a volunteer working with the cooking club. Occasionally, a group has a weekly "club" meeting which works on different projects or hobbies, depending on the special interests and skills of an available volunteer or student and the interests of the children.

Every attempt is made to provide the children with opportunities to find satisfaction in the completion of work. They are allowed to assume responsibility, appropriate to their age and development, in planning, carrying out, and evaluating tasks. Experiences like this are made available in all aspects of the program—in learning a skill, in accepting individual or group responsibility for planning and carrying out lunch period, for accomplishing the completion of homework, or for giving a puppet show for another group.

Gardening is a popular activity from spring planting until autumn harvest. This autumn one group provided Indian corn and two pumpkins for the decoration of their room, as well as several small salads and tastes of vegetables for a lunch.

All children participate in some activities. For example, if a group is going to the zoo there will be discussions ahead of time about a number of things, including expected behavior. Staff and children bring in pictures of animals and children use a map to see where the animals came from. After the trip, the children may make individual clay animal models, draw pictures, or make a mural about the trip. They may read stories about the animals and write individual or collective stories.

During the summer months when children are in the program all day, activities may be centered around a unit of interest selected by children and the teacher. Recent units have been black history, the American Indian, and the early pioneer. The children take trips to the supplementary education center, the public library and other local resources to learn about the area of interest. Literature, music, and crafts enhance appreciation, understanding, and pleasure in the studies.

We try to involve the nine- and ten-year-olds in neighborhood activities outside the center. This is now more difficult in the central city. In the center located in a quiet neighborhood, children ride bikes, roller skate, and use the public school playground across the street (which is not permitted in the central city). They visit homes of school friends.

Family day care homes are located in walking distance of the child's own home. Thus, the child attends his own school, plays with his neighborhood friends, and engages in neighborhood activities. He has freedom appropriate for his age, yet benefits from the controls offered by the day care mother.

If a facility is near a "Y", recreation center, or settlement house, a child may participate in an activity on a regular basis. All outside activities are arranged with the full consent of the parent. Occasionally, a parent arranges something independently but, usually, plans are made through the center. We look for two important qualities in selecting group leaders. First, the leader must enjoy older children; second, the leader must get pleasure from and have some skill in creative activities.

References

A useful guide is available from The Day Nursery Association of Cleveland, "Helping Five-to-Ten-Year-Olds In a Day Care Center," by Eleanor M. Hosley and Thesi Bergmann. (50¢ plus postage).

NEIGHBORHOOD CENTERS-DAY CARE ASSOCIATION

Miriam Kalmans, Director
9 Chelsea Place
Houston, Texas 77006

Program

Our philosophy in working with school age children is one of dealing with the total child. Our program provides for his physical, social, and emotional needs as well as supplementing the school in meeting his intellectual needs. Specific goals include:

1. Promoting health and good nutrition.
2. Promoting motor development and physical growth.
3. Developing independence — an ability to meet and solve his own problems and plan his own work.
4. Increasing his understanding of himself and acceptance of reality.
5. Developing self-confidence — increasing feelings of personal adequacy and self-worth.
6. Increasing his understanding of others and his acceptance of their needs.
7. Increasing his ability to relate satisfactorily to adults and children in a variety of situations.
8. Increasing his ability to handle his emotions in a constructive manner.
9. Increasing his satisfaction and enjoyment from attending school.
10. Supervising his homework and providing tutors when necessary through teachers, volunteers and youth corps personnel.
11. Increasing his knowledge and understanding of the world around him and assisting him in developing realistic concepts about it.
12. Extending and enriching his avenues of self-expression in art, music, language, science, physical activity, etc.
13. Offering his ample opportunity for fun and enjoyment.
14. Offering him an opportunity for rest and relaxation.

Our program presently serves approximately 350 children ages six through twelve years. The day care centers with school age programs work with six-, seven- and eight-year-olds. All of the older school age children are placed in family day care where it is felt they will be able to have greater freedom than could be permitted in a center. The children are primarily AFDC recipients. First preference is given to children whose mothers are in the WIN program. About two-thirds of the children are black, one-sixth are white, and one-sixth are Mexican-Americans.

Facilities

Four day care centers include school-agers.

Ann Taylor Center—licensed for 125 children, located at 3906 Stonewall, was built as a day care center in 1953 on land donated to Day Care Association by a resident of the northeast area, known as the fifth ward. It is a masonry structure with a tar and gravel flat roof built on a solid slab. There are eight classrooms, three bathrooms, a kitchen, office area, and a staff lounge. Two classrooms are devoted to working with approximately 40 school age children.

Drew Allen Center—licensed for sixty-five children, located at 4115 Casoline, it is a remodeled home in the southeast section of the city. It is built of brick veneer with a tile roof. The partial basement is used for utilities and as a staff room. An attached garage is used by the school age program. There are six rooms: four bathrooms, a kitchen and office area. One room is devoted to working with approximately 20 school-agers.

Myra Stevens Center—licensed for ninety five children, located at 3129 Southmore, is on the grounds of the St. James Episcopal Church in the Riverside addition in the southeast section of the city. The three buildings used for the agency's preschool program are on church property. They are remodeled, frame buildings moved to the property. One building houses one classroom, an office, kitchen, and a utility room. The other two buildings have three classrooms each. There are adequate bathroom facilities for the children if one includes the two commodes and lavatories in the bathroom which is attached to the outside of the church main building. There are also two rooms used for after school programs in the education building of the main church. One large room is devoted to working with approximately 30 school age children. Another room is also available in the educational area of the church.

Pasadena Center—licensed for 105 children, located at 812 Robinson, Pasadena, Texas, is housed in two remodeled frame structures. One building has two classrooms, a kitchen, utility room, reading room, office and three bathrooms. The other building has five smaller rooms for two classes of school age children. One building with seven small classrooms is available to work with approximately 60 school age children.

Each center has a fenced playground with equipment. A typical school age room has areas for block-building, dramatic play, table games, a library, creative arts, science, and woodworking.

Our program also includes family day care homes, which are ordinary family dwellings in areas easily accessible to the families served. We meet the standards of the State Department of Public Welfare and of Neighborhood Centers-Day Care Association for the proper care and protection of children. Facilities have adequate indoor space and protected outdoor play areas.

Schedule

The program operates five days a week, Monday through Friday, on a year-round basis. The centers are open from 6:30 a.m. to 6:00 p.m. School age children attend facilities before and after school during the school year. During vacations and holidays, they attend on a five day basis. Day homes operate on the same schedule, although hours can be more flexible if the day care mother agrees.

Parent involvement

Parents are involved in the program in a variety of ways. They have conferences with teachers, social service counselor, or the director about their child. Parents are encouraged to observe in centers and to volunteer. Each center has a parent advisory group, elected by parents, which plans parent meetings and projects and sends representatives to the County-Wide Parent Advisory Committee. The county-wide committee which consists of parent representatives from centers and day care homes assists in reviewing programs and in setting policy for the agency. Parents are also involved in a weekend family camping program.

Special features

There are several special program areas. In centers and to an even greater extent, in day care homes, we permit small groups of two or three responsible children to go on neighborhood excursions to nearby shopping centers, parks, libraries, and so on. When possible, weekly field trips are arranged for center school age children, and family day care mothers are encouraged to take children to interesting places in the community.

Another special feature of the program is the contact with the child guidance clinic. Children with learning, social or behavioral problems are evaluated. On the basis of this, a conference is held with the parents, recommendations are made to the day care mother or center staff, and in some cases the child receives either individual or group psychotherapy.

One of the most popular and rewarding annual experiences is family camping at Cho-Yeh in Livingston, Texas. The number of people who can attend is limited. Parents draw names for the opportunity. Families leave Friday evening and return Sunday afternoon. Programs at the camp include planned recreation activities, hikes, handicrafts, dramatizations, nature activities, fishing, and boating. Meals and sleeping facilities are provided.

Curriculum

During the school year, children attend before school for breakfast and after school for snack and program activities. During the summer vacation and on school holidays, they attend all day and receive two hot meals and two snacks. The program includes:

Recreation and outdoor activities. Each center has a fully equipped play yard with swings, climbing bars, jungle gyms, slides, tires, sandbox, barrels, tunnels and open areas for group games. Basketball, softball, kickball, jump rope, roller skates, and jacks are popular. Part of the time is spent in free choice activities.

Creative art activities and handicrafts. Tempra paint, clay, crayons, fingerpaint, woodworking, sewing and a variety of handicraft activities are available. We encourage group creative projects such as making murals, doll houses, space ships, and parties.

Music and rhythm activities. Children listen to recordings, sing, play musical games, interpret music through body movement and art media, and create their own music.

Dramatic play. Costumes are available for dramatically acting-out make-believe and daily experiences (such as going to the beauty shop, clothing stores, and other community services).

Language and literature. Many books, filmstrips, and recordings are available for group and individual use.

Science activities. Magnets, magnifying glasses, aquariums, plants, measuring equipment, and natural specimens are used to increase the child's curiosity and understanding about the world.

Block area. Unit blocks, stay-put blocks, cars, trucks and other accessories are used in dramatic play and for building.

Table areas. Puzzles, group table games, and advanced manipulative toys can be chosen for quiet play.

Homework and tutoring. Afternoon time is set aside for children to complete homework. Many children have a better opportunity to do homework at the day care facility, when they are also less tired, than they have in crowded homes in the evening. Tutoring by teachers, volunteers, and youth corps is available on an individual basis.

Field trips. There are frequent field trips to local parks, play areas, stores, museums and other community facilities.

Summer program. Children are in centers and day care homes for the full day during the summer. Greater emphasis is placed on handicrafts, creative art projects, and small group projects. Children have swimming lessons at nearby parks. The program includes weekly field trips such as picnics, boat trips, hikes, trips to the ship channel and visits to construction sights, the zoo, and a tortilla factory, the library farms, and other places. Simple cooking experiences are included. The main focus is to help children have an enjoyable summer rich in experiences which are challenging, informative, and recreational.

In general, we have a very flexible program in which teachers are encouraged to help children be creative with the materials at hand. Each teacher or day care mother plans her own program with the children to suit her children. She is assisted by the center director and educational consultant.

An example of a complex activity which has been very popular with school age girls is the building of a beauty parlor. This offers many possibilities for creative play, dramatic play, building, and teaching good grooming and personal hygiene. A dressing table can be constructed and decorated with fabric painted by the children. Wallpaper and the necessary accessories are made. For example, a hair dryer can be made from a large ice cream carton or an old lamp shade. Curlers, combs, mirrors, shampoo, bobbie pins, hair clips and hair nets are available. This activity develops from the "housekeeping corner" which school age girls enjoy during younger years.

SANTA MONICA CHILDREN'S CENTER
SANTA MONICA UNIFIED SCHOOL DISTRICT

Mrs. Docia C. Zavitkovsky, Director
1532 California
Santa Monica, California 90403

Historical background

Organization of day care centers in California began early in 1943 during the critical shortage of war-time manpower for defense. At this time Federal funds were made available to states through the Lanham Act for "the operation of day care or extended school services for children of mothers employed in war areas."[1]

Under this act California began organization of day care centers for the state. In January, 1943, the legislature passed a bill authorizing local school districts to operate centers, and granted authority to the State Superintendent of Public Instruction to establish standards for the care and guidance of children.

When World War II ended and Federal funds for this program were withdrawn in 1946, the California legislature, recognizing that the need for the care of children of working mothers continued to exist, voted to provide financial support for day care centers to be administered and operated by the governing boards of school districts until the end of the fiscal year.

From 1946, legislation to continue operation of the centers and the appropriation of funds for their support was enacted for annual or biennial periods. In 1957, the first legislation to continue the day care center without a terminal date was passed, but it continued to be necessary to appropriate funds annually.

In 1965, legislative action changed the name Child Care Centers to Children's Centers, and the intent of the program was more clearly defined as being that of providing "supervision and instruction" rather than "care and supervision."

Another major step was taken in 1968 with the enactment of the first construction law providing for the expenditure of state funds for Children's Centers facilities. At the same time, provision was made for the establishment and operation of new centers.

Over 20,000 preschool and school age children are now served each year.

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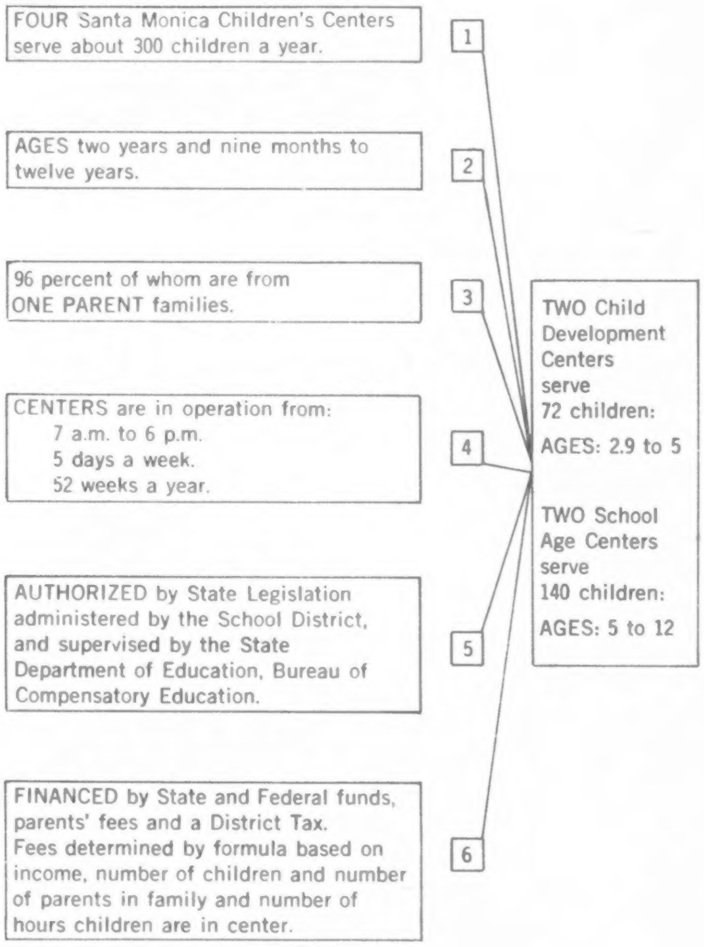
[1] Public Law 150, Seventy-eighth Congress, Chapter 240, First Session.

Santa Monica Children's Centers

The first centers in Santa Monica were established in April 1943 under the Federal program. They have continued under the state-supported program without interruption to the present.

The Santa Monica Governing Board assumed responsibility for administration of the children's centers after school districts were recognized as the appropriate agency to direct the care and education of children. The Superintendent of Schools became the principal administrative officer. Children's Centers in Santa Monica are operated under the same organizational system as other branches of the school district program. Administrative procedures related to curriculum, finance, personnel, legal requirements, attendance accounting, and the health program are coordinated with those of all other divisions of the Santa Monica Unified School District.



1 FOUR Santa Monica Children's Centers serve about 300 children a year.

2 AGES two years and nine months to twelve years.

3 96 percent of whom are from ONE PARENT families.

4 CENTERS are in operation from:
7 a.m. to 6 p.m.
5 days a week.
52 weeks a year.

5 AUTHORIZED by State Legislation administered by the School District, and supervised by the State Department of Education, Bureau of Compensatory Education.

6 FINANCED by State and Federal funds, parents' fees and a District Tax.
Fees determined by formula based on income, number of children and number of parents in family and number of hours children are in center.

TWO Child Development Centers serve 72 children:
AGES: 2.9 to 5

TWO School Age Centers serve 140 children:
AGES: 5 to 12

Program

The purpose of the Santa Monica Unified Schools Children's Centers is to provide a program that meets the fundamental growth and developmental needs of children who are out of the home for a large part of each day. By helping working parents conserve their families, they also make an important contribution to the community.

Because of the nature of the children's centers program, and the circumstances which make this service necessary for children and families, the **quality of the experiences** provided assumes special significance.

Santa Monica Children's Centers serve families often with acute financial pressures, strained parental relationships, absent family members, and inadequate sources of food and shelter. Centers have responsibility for a large portion of children's lives during crucial, formative years, at stages of growth which are widely recognized as having strong influences on attitudes toward learning, later intellectual activities, and healthy personality development.

In sustaining contact with children and families for extended hours over months and years, children's centers are in a strategic position to intervene in support of children and to contribute to development and education.

The program has provided a curriculum appropriate to the interests, abilities and needs of the children enrolled. The staff uses all available resources, and provides supervision and guidance adjusted to individual differences. There are adequate classroom facilities and teaching materials.

Staff

The number of staff assigned to a center depends upon the number and the ages of the children. Other factors which influence the amount of assigned teacher time are the eleven-hour day of operation, the amount of time per day children are in attendance, the experience of teachers and other staff members and the amount of responsibility they can assume, the wide variations in ages of children in school age centers, and the ease of supervision related to physical facilities.

In-service training for all programs serving young children is coordinated. Title I, Elementary and Secondary Education Act, day care, kindergarten and adult education staffs meet regularly to exchange information and to plan for additional ways to work together.

A psychological services consultant provided by the Los Angeles County Department of Mental Health meets regularly with staff at each school age center. The consultant's guidance about children with problems helps the staff understand the children's behavior. The staff develops greater confidence in its ability to identify problems and find better ways to look at and influence the children.

Facilities

The school age centers are located on school grounds and are housed in buildings built or remodeled for day care. Facilities for school age centers are arranged so that children may separate into smaller groups. The small groupings reduce over-stimulation and provide consistent, relaxed relationships with one adult. Staff can plan for the special needs, interests, and abilities of children.

What takes place in a child's daily living in the children's center is more than extension of home or school activities. Rather, the center provides a combination of learning opportunities and adult and peer relationships in the hope of making an important contribution to the child's total well-being.

Parent involvement

Communication between parents and the center is essential to serve the best interests of families and children. Contacts with parents are made through individual parent and director or teacher conferences, at pot-luck suppers, in late afternoon and after-work coffee hours, in parent workshops, and at group meetings. The staff works with parents and parent-representatives to learn what parents want and need and to tell parents what is happening during the hours children are away from home. Parents and staff plan together as children assume increasing responsibility for after-school activities, such as leaving and returning to the center to go to the library or Scouts. The center also assists parents with community resources, such as consultation service through the County Department of Mental Health and Family Service of Santa Monica.

Relations with schools

The school age day care program is part of the Santa Monica school system so there is good coordination with other parts of the district educational programs.

At one school age center, kindergarten children, including children in day care, come to the center one hour each morning to participate in activities which enrich the classroom program. Activities include cooking, outdoor block building, dramatic play, science and nature experiences, short walks to the neighborhood fire station, bank, and store. These activities extend academic learning opportunities. Also, children in day care can make friendships with children who do not attend centers.

The other school age center has a program for 88 children, 5 to 12 years of age. These children, with the exception of the children of kindergarten age, are in the center before and after school and all day during holidays and vacation periods. The kindergarten children remain in the center all day. They attend kindergarten from 8:15 a.m. to 11:45 a.m., and participate in center activities in the afternoon. There is a close working relationship between classroom and center staff. Center activities blend with morning kindergarten experiences.

A teaching intern, students from the Santa Monica Junior College child development and recreation programs, and volunteers make it possible to work with individual or small groups of children.

Indoor and outdoor settings permit activities which ordinarily cannot take place in classrooms with limited staff, facilities, and space. For example, there is an area for cooking and baking. The children assist the center's cook in preparing and serving the morning and afternoon snacks and the hot noon lunch. They also help clean up.

Kindergarten begins before older children leave for school. Thus, older children can participate in some kindergarten activities. Also, the location of the kindergarten in the center allows parents to have frequent contacts with the teachers and to share ideas and current happenings.

This center is the scene of the school district's parent participation preschool programs and Title I preschool program (now in its sixth year). The center is located in a low-income area of Santa Monica with a high concentration of Mexican-American families. The daily morning sessions emphasize language and math using a discovery-oriented curriculum. The very active program for parents and families is coordinated by a part-time social worker who serves as a family counselor.

The staff works closely with schools to which the children go at the end of their year in the program and in which the children's older brothers and sisters are enrolled. The volunteer director of volunteers coordinates a tutoring program for parents who want to learn English and for older brothers and sisters.

Community relations

The day care program is closely involved with the community. Professionals and lay people are encouraged to find ways of helping. Volunteer teachers, social workers, musicians, artists and psychiatrists meet with staff members as part of in-service training, work directly with children, and provide other services. A veterans' group from the Santa Monica Junior College built a play house on the grounds of one center. Parents who attend parent education classes help other people's children. The volunteers, some of whom are referred by the volunteer bureau in Santa Monica, are the backbone of community support needed for continued growth of the program.

Curriculum

Daily activities are planned to encourage children to explore, experiment, discover, learn, create, increase self-understanding, work out relationships with others, develop motor skills, and acquire new skills and interests. Activities of the following types are included:

Physical activities, such as climbing, running, skipping, jumping, balancing, hopping, team sports, and organized games.

Language and literature, with books, stories, a reading corner, video, listening stations, discussion, and conversation.

Table games and manipulative materials.

Construction activities with boards, boxes, ladders, planks and blocks.

Dramatic play with family and community worker play materials.

Stitchery, sewing, knitting, weaving.

Puppetry, creative dramatics, creative writing.

Work with wood and accessory materials.

Shopping, cooking, baking.

Music experiences such as singing, listening to records, body movement and creative dancing.

Natural and physical science, including experiences with gardens, sand and water, and a variety of animals, insects, and natural phenomena.

Walks to neighborhood stores, post office, market, or trips to the harbor, the airport, the beach, the park, and the zoo.

Creative expression with art materials, crafts projects and hobbies.

Other activities help meet physical needs and establish routine habits and positive health attitudes. There is a nutrition program of lunch and snacks, washing and freshening up times, and quiet activities or resting.

Children may leave the center to go to Boy Scouts, Girl Scouts, Camp Fire Girls, Boys' Club, Girls' Club, and the neighborhood recreation center.

References

California Children's Center Curriculum Guide: Goals and Growth Experiences For the Early Years. 1970. Published by California Children's Centers, Directors and Supervisors Association, 4568 West 135th Street, Hawthorne, California 90250. $5.50.

WOMEN'S LEAGUE, INC.
DAY CARE CENTER

Mr. William Van der Does
Director
1695 Main Street
Hartford, Connecticut 06120

Program

Our objective is to provide day care to families who cannot care for their children during daytime hours. Working parents are the primary users. We try to provide children with a well-rounded program which meets their growing social, intellectual and physical needs and at the same time we work to keep parents actively involved in the children's lives.

The school age day care program extends and supplements the experiences children have at home, in schools, and in their communities.

The program helps the child achieve the following behavioral outcomes:

1. To form secure relationships with people.
2. To develop adequacy and self-esteem.
3. To recognize and accept his own individuality and that of others.
4. To communicate ideas and feelings effectively.
5. To acquire modes of thinking which will enable him to cope with problems.
6. To gain skills for inquiring about things on his own.
7. To move toward greater understanding of the world in which he lives.

We serve 6- to 12-year-old children; on occasion, a child remains until 13 years. We cover a broad geographic area. This leads to transportation responsibilities, school transfers, and other limitations for many of the children and parents. The program serves black and Puerto Rican children and is one of the few local programs for children up to 12 years of age.

Schedule

The program operates five days per week, 51 weeks per year. During the school year we are open from 7 a.m. to 8:30 a.m., from 11:30 a.m. to 12:30 for a hot lunch, and from 2 p.m. to 5 p.m. During school vacations, holidays, teachers conference days, strikes, etc. we are open from 7 a.m. to 5 p.m. or for the time school is not in session. With parent permission we arrange unsupervised individual and small group off-grounds activities, such as trips to the library, for shopping, and for club meetings.

In summer we change to a "day camp" type of operation with roughly 50 percent of the time spent at state parks and 50 percent at the agency.

Facilities

We have an old two-story building which provides winter quarters. Each floor has a kitchen and other activity space for a group of children. A ground floor room doubles as the dining room. An additional activity room is available in the preschool building for summertime when the program expands dramatically. The school age program is on the same grounds as the preschool program. The staffs, which are separate, are exploring ways in which we can cooperate and yet keep our own identities .

Parents participate in parent meetings and have personal contact primarily with the director.

Curriculum

The program uses a wide variety of materials and real experiences. A group leader and child plan the child's program together. The group leader does not rely completely upon the child's current interests. She leads the child into new experiences, toward more efficient ways of working, and toward more refined techniques and skills.

Sometimes children work together on the same activity at different levels of performance. At other times, children work on different activities.

Specific activities in the program include:

- Arts
- Crafts
- Cooking
- Sewing
- Music, rhythms, and dancing
- Dramatics and storytelling
- Games
- Sports and physical fitness
- Seasonal activities:
  - nature hikes, camp crafts, swimming
- Trips
- Special interests and hobbies

The number of activities developed in each area is a function of a child's interest, the leader's initiative, and the limited finances. For example, we have limited art supplies which are supplemented by scrap materials. Activities are not formally developed or written.

This is a small program with a supervisor and part-time help. In the summertime we hire additional temporary people as we jump from about two small groups of children to an enrollment of as many as 75 children.

Appendix

INFORMATION SOURCES ON CHILD CARE AND CHILD DEVELOPMENT

Organizations Publishing Informative Materials

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Play Schools Association, Inc.
120 W. 57th St.
New York, N.Y. 10019

Public Affairs Committee, Inc.
361 Park Avenue South
New York, N.Y. 10016

Journals

These sources of articles and reviews, studies and comments are available in libraries, especially those connected with universities.

American Journal of Orthopsychiatry, 1790 Broadway, New York, N.Y. 10019. An interdisciplinary journal published 5 times a year. Subscription is $12.00 available to members. Single issues, $3.00.

Child Development. Published by the Society for Research in Child Development, University of Chicago Press, 5750 Ellis Avenue, Chicago, Ill. 60637. $15.00 per year. One of 3 publications of the Society. The others are **Monographs of the Society for Research in Child Development** ($12.00 per year) and **Child Development Abstracts and Bibliography** ($8.00 per year).

Childhood Education. Published by the Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. Membership in the organization ($6.00 regular, $2.50 student) includes the magazine.

While focused on schools, generally has a point of view of value to all professions working with children.

Children Today. Issued 6 times a year by the Office of Child Development, Children's Bureau, U.S. Department of Health, Education, and Welfare. To subscribe, send $2.00 to the Government Printing Office, Washington, D.C. 20402.

An interdisciplinary journal which carries articles on topics of interest to those who work with children and families and also gives news of current developments, new books, and pamphlets.

Child Welfare. Journal of The Child Welfare League of America, Inc., 44 East 23rd Street, New York, N.Y. 10010.

A professional journal concerned with the welfare of children, with practical methods, research and education as they relate to child welfare services, and with issues of social policy that have bearing on them. Published 10 times a year. Subscription, $5.00. Single issues, 75 cents.

Exceptional Children. Published by the Council for Exceptional Children, 1201 16th Street, N.W., Washington, D.C. Published 10 times a year. Available to members at $8.50 per year; to agencies and libraries at $10.00. Also issued is a quarterly, **Education and Training of the Mentally Retarded.** $5.00 a year. Both are for professionals.

Publications for Parents

Children's Bureau publications for parents. Available from Government Printing Office, Washington, D.C. 20402.

No.	Title	Price
324	Your Child from 6 to 12	55¢
347	The Adolescent in Your Family	25¢
371	Your Gifted Child	20¢
374	The Mentally Retarded Child at Home	35¢
384	Your Children and Their Gangs	20¢
411	Day Care for Your Child in a Family Home	15¢
412	Day Care for Other People's Children in Your Home	15¢
420	Day Care Services	25¢
423	Your Teenage Children and Smoking	15¢
431	Moving Into Adolescence	25¢

Background Reading on Low-Income Family Life

Bloom, B. J., Davis, A., and Hess, R. **Compensatory Education for Cultural Deprivation.** New York: Holt, Rinehart, and Winston, 1965.

Brown, C. **Manchild in the Promised Land**. New York: Macmillan, 1965.

Chilman, C. S. **Growing Up Poor.** Welfare Administration Publication No. 13, Division of Research, U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1966.

Coles, R. **Children of Crisis: A Study of Courage and Fear.** Boston: Little, Brown, 1964.

CROSS-TELL. Resource material prepared by Communicating Research on the Urban Poor, 1101 M Street, N.W., Washington, D.C. 20005. Includes: **Poverty's Children; Three Generations; Telling It Like It Is; Culture, Class and Poverty.**

Harrington, M. **The Other America: Poverty in the United States.** Baltimore, Md.: Penguin Books, 1962.

Irelan, L. M. (Ed.). **Low-Income Life Styles.** Welfare Administration Publication No. 14, Division of Research, U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1966.

Kugel, R. B. and Parsons, M. H. **Children of Deprivation.** Children's Bureau Publication No. 440, U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1967.

Pavenstedt, E., (Ed.). **The Drifters: Children of Disorganized Lower Class Families.** Boston: Little, Brown, 1967.

Schorr, A. **Poor Kids.** New York: Basic Books, 1966.

Books and Articles of Interest in the Child Care Field

A Consultation On Working Women and Day Care Needs. Washington, D.C.: U.S. Department of Labor, June, 1967.

Adair, S. and Eckstein, E. **Parents and The Day Care Center.** New York: Federation of Protestant Welfare Agencies, October, 1969. (50¢).

Administration, Supervision and Consultation. New York: Family Service Association of America, papers from the National Conference of Social Work, 1955.

Cauman, J. **Family Day Care and Group Day Care: Two Essential Aspects of a Basic Child Welfare Service.** Available from the Children's Bureau, U.S. Department of Health, Education, and Welfare, Washington, D.C., as a reprint from **Child Welfare,** October, 1961, **40,** 20-23.

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"Day Care: A Preventive Service." Three articles from **Child Welfare.** New York: Child Welfare League of America. (50 cents).

Day Care Services As Administered Under Various Auspices. Washington, D.C.: U.S. Department of Health, Education, and Welfare. (Compiled by T. A. Jackson, Child Welfare League of America, Inc., New York, N.Y.)

Dittman, L. **Children in Day Care with Focus on Health.** Children's Bureau Publication No. 444, U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1967.

Federal Funds for Day Care Projects. Women's Bureau, U.S. Department of Labor, 1967.

Guide for Day Care Centers. Geneva, Switzerland: American Joint Distribution Committee.

Herzog, E. **Children of Working Mothers.** Children's Bureau Publication No. 382, U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1960.

How To Make A Play School Work: A Manual for Teachers and Group Leaders. New York: Play Schools Association, Inc., 1949.

Oliver, E. **Day Care For School-Age Children: A Linkage.** 1970. For copies of this report, write: Miss Twyla Boe, Department of Social Services, 1575 Sherman St., Denver, Colorado 80203.

Report on Day Care. Available from the Children's Bureau, U.S. Department of Health, Education and Welfare, Washington, D.C., as a reprint from **Child Welfare,** No. 14, 1965.

Southard, H. **Child Care And The YWCA.** New York: National Board of the YWCA, 1968. (40¢).

Spotlight on Day Care. Proceedings of the National Conference on Day Care Services, May, 1965. Children's Bureau Publication No. 438, U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1966. (55¢).

The Board Member of a Social Agency: Responsibilities and Functions. New York: Child Welfare League of America, Inc., 1957.

What is Good Day Care? Children's Bureau Publication No. 53, U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1965. (15¢).

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Arts And Activities: The Teachers Arts and Craft Guide. Skokie, Illinois: Educational Press Association of America. (A monthly publication).
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Buttolph, E. **Music For The Classroom Teacher.** New York: Bank Street College of Education, 1958.

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Baker, K. R. **Let's Play Outdoors.** Washington, D.C.: National Association for the Education of Young Children, Bulletin No. 101, 1966.

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(1) Day care guides and standards;
(2) Environmental standards;
(3) Education and child development;
(4) Social services;
(5) Health and nutrition;
(6) Training of staff;
(7) Parent involvement;
(8) Administration and coordination;
(9) Evaluation.

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